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The Byline Beat

We apologize most sincerely for the lateness of this issue. It has been delayed in order to be able to include information about candidates for election to the Executive Council, resolutions, and a number of other important aspects of Association business. We hope to be back on schedule with the March issue.

Professional recognition and economic reward will be won by service and effort—not by depending on people to realize suddenly the connection between a good educational system and good teachers. The president of Imperial Oil Limited feels that the present controversy gripping education is natural enough. Technology has outstripped social science and has created a host of problems, all new and generally perplexing. Teachers need to make their views on these problems known to the public.

(Continued on Page 76)



COVER STORY

The fourth session of Alberta's thirteenth legislature opened February 20. The Speech from the Throne indicated that no major change in municipal-provincial financial arrangements is contemplated this year. Tabled for "study and attention" will be the report of the Blackstock Commission.

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THE ATA MAGAZINE

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the **ATA** magazine

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HOW MUCH IS TOO MUCH?

How much is a teacher worth?

People in Winnetka, a prosperous north shore suburb of Chicago, may not know certainly what a teacher should be paid, but they are prepared to increase the city's maximum salary for teachers from \$6,900 to \$12,000 a year. By comparison, the highest salary rate now paid to teachers in the United States is \$10,000. The chairman of the Winnetka citizens' committee, which recommended the increase, noted that the time has come to break with the tradition of "year-by-year accretion of small, and sometimes bitterly contested, salary gains by teachers".

The news from Winnetka, however far away it may be, is like a breath of spring in the chill of winter. It shows that some people are doing more than just talking about making teaching competitive with other professions.

We have always held the view that teachers will never be valued by the public any higher than they value themselves. Actually, a good section of the public has always held teachers in rather low regard. They have felt that teachers, as a class, are dedicated people who will work under adverse conditions and at low pay. They have accepted, without actually thinking about it, the idea that their children will be educated on the philanthropy of teachers. And teachers must accept a large share of the blame for this sort of attitude. Who does not know a teacher who has been, and maybe still is, diffident and apologetic about the fact that he is a school teacher?

But now a more militant spirit is stirring the teaching profession. Teachers no longer regard their requests for salary increases as an

attempt to match the increase in the cost-of-living. They believe that their salaries must equal, if not exceed, the income of other professional groups. They feel that it is only by drastic increases in salaries that the cream of our young people will be attracted to teaching and that the desertion of the profession by many of our best teachers who are unwilling to continue to teach under existing conditions will be prevented.

An accumulation of disillusionment has shaped this changed attitude among teachers. As a class, they are fed up to the neck with hearing, out of one side of the public mouth, pious approval of their drive for better salaries and, out of the other side, howls of indignation when their salary requests are made known. They know by bitter experience that the society in which they live measures the worth of a person by the amount of salary he commands.

Having lived through, with, and in spite of a dreary parade of emergency teacher training programs, continuous watering down of standards, many bitter and acrimonious fights for salary increases in a period of unparalleled prosperity and inflation, thousands of Canadian teachers have decided that the only way they can ever get proper salaries in their lifetime is to fight for them. They have begun to realize that they have no right to expect others to fight for teachers if they won't fight for themselves.

Teachers have begun to develop a professional pride. They know that servile acceptance of their status in the past is the greatest disservice they can do their pupils, society, and their profession.

How much is too much, or is it, how much is too little?

Some Critical Issues

A. W. REEVES and G. L. MOWAT

THE persistent debate as to how education should be financed has many elements. In a rather buoyant period of the economy, the public seeks more services while the taxpayer bows under the increasing tax load. The trustee nourishes a shrinking school dollar; the councillor measures resources against the increasing requisitions. Local government demands more of central government, and the latter seeks a fair deal which will foster responsible and economic local spending.

Does education "come too high"? Do trustees spend unwisely because they don't collect taxes? Should those who collect taxes have authority to control spending?

These questions, and more like them, are sufficiently important to require serious thought, but perhaps they tend to obscure other questions of even greater significance. Why do we have a system of public education? Should a basic program of education be made available to all youth? How can this program be achieved, if desirable? Is vital local government a fad or a necessity? Should there be any priority among services which demand the local dollar? If we are to have good local government, what form will serve us best?

Whatever the answers may be, there are some fundamental realities involved which give some purpose to school finance. The remainder of this brief article will present some facts and some opinions which, it is thought, have an important bearing upon the financing of education.

Dr. Reeves and Dr. Mowat of the Division of Educational Administration and Supervision, Faculty of Education, University of Alberta, point out that the interests of education demand a searching scrutiny of any proposal to make school boards fiscally dependent on municipal authority.

How important is a system of public education?

The status of education may be noted by examining its legal position. Provisions of law may change but education is mandatory for a certain age group in our population. While there may be considerable local discretion in planning and managing education, there is neither individual nor community option regarding its provision. Schools must be provided; children must be educated. Education is a unique function of government.

This proclamation of the singular importance of education, and particularly its distinction from public works, is no fetish of the twentieth century. The roots of compulsory education go back at least as far as the sixteenth century. In this period the English legislated compulsory apprenticeship training to prevent vagrancy; certain German principalities made education mandatory so that the spiritual welfare of the people would be improved by reading the Bible. Government must still be concerned about the intellectual welfare of its com-

in Financing Education

ponent parts—the people. This necessity is underlined by the technical complexity of the age. There is an increasing demand for the fullest possible development of our human resources. Rapid communication and transportation have made the province one community. People can no longer live in isolation. Inadequate provision for education in any community is of concern to all.

How may a basic program be financed?

Even though jurisdiction in education rests primarily with the province, local interest, vision, and initiative, have been prized highly in the whole government enterprise. Consequently, the province shares its responsibility for public education with local government. This involves the delegation of authority and the sharing of costs. Here seems to be a main source of trouble in financing education. How will the costs be divided? Who will pay for what? What authority will accompany responsibility?

If local government units of support are to be maintained and anything like a basic program for education is to be assured, then a particular system of aid is required. Some amount of revenue, made up of provincial and local contributions, must be guaranteed. Districts, divisions and counties differ enormously in their financial strength and in total need for essential services. Unless the system of provincial aid takes note of these discrepancies, there are but two alternatives open to financially weak areas: to abandon the basic program, or

to bear an excessive burden of property tax.

For each unit of need—whether the pupil, teacher or classroom—some suitable amount of money must be stated to be the cost of the basic program. The local share of this amount should be the revenue produced by a specified uniform tax rate. The balance of the cost is secured from provincial aid, which equals the difference between the cost of the basic program and the yield from the uniform tax rate. On this basis, areas with low assessment receive more aid than areas with comparably higher assessments. The result is equalization.

While an aid system must contain a strong element of equalization, it is neither prudent nor desirable that all provincial grants be paid on this basis. Admittedly, the province has a stake in education in all areas, and unless the basic program is to become the one-and-only offering, some money should be paid as 'flat' grants. This can be achieved within the equalization scheme by setting a minimum level of provincial aid below which the equalization payments may not fall. The result is tax leeway. This latter provision is important in that it allows certain districts to make provisions beyond the basic program. By paying flat grants the province permits innovation and growth.

The revenue guaranteed by this combination of equalization and flat grants recognizes, mainly, the costs of the instructional program. The basic program still cannot be financed unless other major cost-items receive provincial rec-

ognition. In many cases, but not in all, conveyance of pupils is required before the instructional program may even begin. Some provision must be made, therefore, for conveyance to be given separate recognition, and then be equalized within the basic program.

Of a different nature, but equally as important in the whole venture of education, are adequate and suitable facilities. In one place or another, the kind of building provided, its quality, and its cost have stimulated controversy. It may be difficult to achieve unanimity as to what constitutes adequate facilities but, nevertheless, school buildings are essential. Some provision should be made for sharing of their cost by the province. Responsible local government may decide to go beyond the facility which is reasonably necessary, perhaps at its own expense. Neither the conflicting responses of an interested electorate nor undesirable features of an existing capital assistance program, if any, should become reason for provincial aid to be withdrawn from this field.

What controls should be placed upon school expenditures?

It is claimed, frequently, that school boards should be subject to rigid financial control at the municipal and provincial levels. If the concept of a basic program is accepted, then expenditures up to this level must be underwritten jointly, by central and local governments. Once the province sets the level of this program (in dollars and cents) and establishes a scheme of equalization as described above, it has defined the financial obligation of local authorities. This definition, in itself, constitutes the essential control in financing the basic program. Attempts to introduce further controls at the local level not only would be inconsistent but would destroy the whole concept.

It seems essential to distinguish between basic services and those desired beyond this level. If the basic program is set at a realistic level and if it recognizes all essential services required, the major

portion of the educational expenditure will have been accounted for. Beyond this level of expenditure, perhaps the only curb required upon local initiative is that of popular local control. A provision of this kind may pose problems where the county or municipal electorate does not correspond to that of the school, but it would seem to be consistent with the value placed upon local government.

Should provincial funds be earmarked for education?

Once the idea of the basic program is accepted, it follows logically that provincial assistance must be allocated specifically in support of education. It is evident, also, that this cannot be accomplished through a block system of grants in which education loses its identity.

The main question involved has regard to the degree of earmarking. If local government is to have a realistic part to play, then central government should, insofar as possible, leave details of expenditures to local authorities. Adequate central control of details may be accomplished through curriculum, teacher certification, inspection, and other similar functions of the province.

The intense interest in the form and mechanics of government has clouded the basic issue: where does education stand in our system of values? Admittedly, grant schemes should be as simple as possible and forms of government should be conducive to cooperative effort, economy, and public understanding; but competition among governments at various levels over privileges and controls in education fails to recognize that education itself is the seedbed of government, local or otherwise. A sound system of financing should recognize this self-evident relationship. A desirable basic program of education must be available to all. The nature of this program may be subject to much debate, but its necessity seems beyond question. Perhaps it is time to reaffirm our faith in public education as an ideal and to distinguish it from the mechanics of government.

Teachers and Strikes

THE always-tricky question of how far the teaching profession is justified in going to press salary demands is getting another airing—this time in British Columbia—and doubtless teachers all across the country are looking on with interest. Forbidden by law to strike, the BC teachers have employed a strategy of declaring certain school districts “unsatisfactory” in their attitude toward salaries and are asking that all teachers refrain from applying for or accepting posts in those districts. This, in effect, constitutes not a strike by the teachers in the district, but “blacklisting” the district itself. The teachers are seeking generally a boost in salary ranges from about \$3,400-\$5,900 to \$5,000 to \$9,000 for secondary schools. They are seeking to avoid any arbitration procedures because, it is understood, they feel that it has been precisely this matter of arbitration with the teachers compelled to accept the decision that has led to generally low salaries.

Reaction to the new tactics of the teachers has ranged from cries that it is a “threat to the public” to cheers for the teachers for finally realizing that they must stand up for their rights if they want to better themselves. So far none of the reactions seems to take cognizance of the fact that the chief stumbling block to sensible teachers’ salaries is just what the teachers themselves say it is—school boards and school trustees’ groups whose approach to salary schedules is completely unrealistic. As the teachers point out, when a school board considers a new building or new equipment it is forced to deal in terms of current costs. There is no choice in the matter. But when it comes to salaries, boards tend to think of salaries of 10 to 20 years ago

and to consider them entirely adequate for modern times.

The right to strike in the case of teachers and other persons in essential public services has been curtailed in many parts of the country. But when that is taken away, and there is considerable doubt in the minds of the teachers that they are getting a fair shake under compulsory arbitration, it is difficult to condemn them for seeking to get around the law. Such action indeed may well be in the public welfare rather than against it. By supinely accepting their lot, teachers may—and, in fact, probably do—allow the teaching profession to become so unattractive that no capable young people will be attracted to it. And a shortage of teachers is certainly not in the best interests of the public.

It may just happen that what is now going on in British Columbia may be the beginning of a really rough and tough campaign by teachers to get a more reasonable return from a profession which requires continually higher standards and is, by all odds, one of the most useful and essential professions in the world. It is quite possible that a number of teachers are really getting just about the salary they deserve right now. There are poor teachers just as there are poor doctors and engineers and accountants. It may not seem right that less than average teachers should command higher salaries than they get now, but the risk of that happening is surely much less than the risk of what has already happened—desertion of the profession by many fine teachers who were unwilling to put up with poor pay for an exacting job.

Editorial, *The Albertan*, February 5, 1958

Teachers Must Provide

BECAUSE of the present interest and concern of industrialists in the educational situation, casual observers might be led to think that the problem and its solution lay solely between industry and education.

This, of course, is not so, for education is the responsibility of all segments of our society. Industry as one segment of the community has an interest in all phases of education, most directly in technical and scientific education.

This is a natural association, for any company which fails to maintain the quality and quantity of its manpower is going to be at a sharp competitive disadvantage. And any nation which fails to maintain manpower quality and quantity can expect to be handicapped in international competition.

Canada has so far maintained its supply of technical and scientific manpower by immigration. So this problem is not, as many thought, nearly as crucial for industry as it is for the community at large. The problem may not be so much, "Will industry get its trained personnel?" but, "Will Canadian boys and girls be equipped to compete for the highly-skilled work in industry, or will they have to take lower ranking jobs?"

So perhaps the real question here is not whether education is providing industry with skilled help, but whether education is fitting the young for life.

If this proposition is accepted, the

J. R. White, president of Imperial Oil Limited, says that the key to improvement in education is more and better leadership from teachers. He says that students need to be motivated to learn; parents need to be motivated to have their children learn; and the public needs to learn that teachers know, from hard experience, what can and cannot be done for the youth of Canada.

basic questions in education boil down to two. Is our educational machinery teaching the right things to the right people in the right way and so fulfilling its duty to the community? Is the community providing education with the bricks and mortar, the money and manpower necessary to fulfill its responsibilities?

Here is what one authority has said on the subject.

"We must not leave out of sight," he observes, "the nature of education and the proper means of imparting it. For at present there is a practical dissension on this point; people do not agree on the subjects which the young should learn . . . Nobody knows whether the young should be trained at such studies as are merely useful as means of livelihood or in such as tend to the promotion of virtue or in the higher studies, all of which have received a certain number of suffrages. Nor again, if virtue be accepted as the end, is there any agreement as to the means of attaining it."

Those, of course, are the words of Aristotle, and his appraisal of the situation 2,500 years ago touches almost

the Leadership

J. R. WHITE

every point of disagreement and concern that is being expressed today. So if we find today a great deal of criticism about educational methods and objectives we need not feel alarmed. Educational controversy is hallowed by tradition. The community where there is unanimity on education is an intellectually dead, and probably an economically static, community.

The educational system is charged with four basic responsibilities—preparing its young people for earning a living, developing their character, nourishing their intelligence, and passing on to them the cultural traditions of the community.

There is a great deal of scope for discussion of content and method in all of these objectives in any democratic community. In one like ours where technology has changed so rapidly, where teachers brought up in an age that was only beginning to learn about radio have to teach children who were suckled on television, controversy becomes almost mandatory. At its worst, controversy stimulates general interest in education. And at its best it may lead the way to constructive solutions.

That constructive solutions are needed is beyond question. Take that most important educational aim, the development of character, for example. Only recently a United States Senate Committee on juvenile delinquency announced that many delinquents were active and

successful participants in team sports and other group activities. This is an amazing and truly shocking discovery. And while it would be dangerous to leap to conclusions, two possibilities suggest themselves—one is that the delinquent athletes may have suffered from a system which stressed the teaching of athletics rather than sportsmanship. The other possibility, of the extent to which group activity can conceal rather than cure character deficiencies, is also fundamental.

In the same vein, a spot check on failures at an Ontario university showed almost as many failures among the top group as among the lowest when the students were divided into three groups according to I.Q. Here was a clear case of lack of motivation—lack of character, our grandparents might have called it. After 20 years or so of living and more than a dozen years of formal education, these youngsters, the brightest of the lot, had not learned to accept the discipline of serious study.

It's hard to say which of these revelations is the more alarming, that of the clean-cut athletic young delinquents or of the intellectuals who couldn't pass exams. Both reflect adversely, and in the highest degree, on the character of the homes that bred these youngsters, the communities that reared them and the schools that taught them. When such things can happen, education from the

standpoint of character development apparently leaves something to be desired.

And what about education's responsibility in the preservation of the country's traditions and culture? Business and industry would agree that here there is one deficiency—the imparting of a knowledge of our economic system and how and why it works.

Let us not underrate the importance or the difficulty of this task. Only a fraction of that fraction of our population which attends university receives sufficient instruction in economics to be able to reach intelligent conclusions on economic issues. If the total of those who have gained a sound grasp of economics through schooling or self-teaching runs to more than one or two percent of the population it would be surprising.

This may have been satisfactory in an earlier age when it was easier to pick up the economic facts of life from personal observation. The concept and motivating power of profit and loss were much more apparent in our former rural economy.

The size, scope, and apparent permanence of modern industry create the illusion that it is invulnerable, that it will continue to deliver the goods regardless of the conditions imposed upon it. Actually modern industry operates on an exceedingly slim margin compared with what prevailed in earlier days, especially when taxation is taken into account. Because of this, and because of its size, the stimulus of profits and competition are even more important than they were in Adam Smith's day.

Yet these basic economic principles are very difficult to learn unless they are learned in school. So are all the basic principles that must be grasped in order to maintain the health of a democracy. And in industry, new processes, such as those resulting from automation, emphasize the need for stressing basic principles in education.

With regard to the stimulation of intelligence, it has been claimed that while athletic superiority is recognized on the playing field, intellectual superiority is

played down in the classroom and on the report cards. To the extent that this is true, here too is a fundamental shortcoming.

By the remaining yardstick, the educational function of equipping the young to earn a living, our system, at least on surface, appears to be doing extremely well. Judged by the standard of living which they have attained, Canadians are well equipped to earn a living. But much of the technical progress on which our living standards are based has been made possible by imported brains and imported equipment. The current expansion in our technical, vocational and scientific teaching facilities will do much to improve this situation.

To summarize—there appear to be some serious deficiencies in our educational processes, using the term in its widest sense: in the development of character, in the preservation of the intellectual basis of our society, and in the stimulation of intellectual development. Canadians are earning good livings, but it is doubtful whether as many of them as should be are being fitted for tomorrow's broader responsibilities.

What are the answers to these problems? More education, that is, a longer period of education? While there are undoubtedly many people who do not get as much schooling as they could advantageously use, the present educational course from kindergarten to university graduation is already very long. Any tendency to extend it further—by resorting to more post-graduate training, for example, is of questionable value. The community needs the services of its most intelligent people and any unnecessary extension of their schooling period represents a real sacrifice.

There is also evidence that some of the less intelligent youngsters, under the present compulsory educational laws, are staying in school longer than their interest and/or achievement would justify.

So from the points of view of both the brilliant and the dull, a shorter and more intensive educational period seems de-

(Continued on Page 30)

Teachers' Salaries

An emotional rather than a real problem

JOHN P. MacBETH

IF trustees ever lose sleep over school problems, surely more is lost over teachers' salary schedules than any other subject—and more time too. And to what avail?

Commencing in October and continuing for a six months' period, trustees conduct a ritualistic ceremony over the negotiation of new salary schedules. They whip themselves with the bogus scourge of the unreasonable demands of the teachers' federation. They carry on their war dance in widening circles and with ever increasing frenzy, until they fall exhausted at the end of March dropping into place almost exactly where a sane and reasonable by-stander would have predicted back in October.

And what control do trustees in fact really exercise over salaries? Are there not more powerful extraneous factors such as supply and demand and the popular appeal of the profession, public opinion, etc., that really determine the range of our salary schedules? Are not trustees in the role of a six-year-old child pushing her baby brother along the sidewalk in a carriage with the mother close at hand. The big sister believes she is in control, but how far off the sidewalk would mother permit her to wander? The number of young people entering the profession is governed by many more influencing factors than mere

salary. Salaries have been of little import to the world's great teachers, as to the world's great in any life of service. Teachers' salaries need not be high to attract, so long as they are not low to repel. We have been dangerously close to the latter.

Do not countless extraneous factors dictate what teachers shall be paid, the popular appeal of the profession which takes into account all its advantages and disadvantages, all of which determine "the value which society places upon their services"? This is not determined solely by the trustees; nor is it determined solely by the teachers. The influence of either party can be only minor.

Early this year, the boards of education in Metropolitan Toronto reached a degree of alarm over salary schedules that led them to concerted action. They employed a firm of industrial consultants to study and report on the relative economic status of secondary school teachers in Metropolitan Toronto. The report takes some 52 pages and includes a great amount of statistical information, graphs, and charts. To my mind, one of the most significant passages appears on page 10 and it reads in part as follows: "The degree to which the teacher's salary status has varied since 1946, in terms of minimum and maximum average levels, may be seen in Charts 2 and 3 on the

Mr. MacBeth, a school trustee of Etobicoke, a suburban area of Toronto, spoke to the 1957 CEA Convention about salary negotiations between school boards and teachers. He feels that there is more danger that trustees can hold salaries so low as to repel good teachers, than there is danger of teachers being able to force their salaries extraordinarily high.

following pages which show these levels for teachers and other occupational classifications in 1945 and 1951 as against 1956." (The year 1951 was selected as a significant year for comparison because a major adjustment in teachers' salaries was made at that time.)

As indicated in the charts: "Changes in the teachers' relative status have been minor; if anything, the teachers have made some gain."

Why then all this furor over teachers' salaries? Why do so many trustees feel the need to organize against teachers' requests?

I am a member of a board which a few years ago thought teachers' salary schedules were in a bad mess and therefore required our efforts to put them straight. We carried on extensive research and study of our own and came forth with a final and revolutionary "life earning schedule". Today, it remains theory.

Trustee agitation now runs to 'merit pay'. Perhaps the only 'merit' such a schedule has is that it must be good because the profession opposes it. Trustees are fooling themselves if they think they can run the schools more economically by adopting it. If, as I suggest, today's schedules are not out of line and popular public opinion would suggest that, if anything, they are too low, 'merit pay' must therefore be additional payment over today's schedules. It would be a luxury not an economy.

I again suggest that trustees cannot of their own salary action do very much to change the relative economic position of the teaching profession.

Perhaps, then, we should take a new look at our present schedules which after all have two important factors to recommend them:

- they are accepted by the profession;
- they work.

As trustees we should rid ourselves of the fear that the profession has obtained unwarranted increases, that it is robbing the public, that teachers by their federated action have had individual trustee boards at a tremendous disadvantage. Individual boards should sanely and quietly sit down with their various teacher groups with the emotional bogey man removed. Both parties interested in the common betterment of education should work out refinements to the present salary schedules which would be mutually acceptable.

As an individual trustee, I regret the tendency of boards to unite against the federation. As a member of an independent board, I believe it my duty to act in the best interest of the people served by the board, and further, that competition with other boards is not only healthy, but in the best interest of education throughout the entire country, as well as in the best interest of the board I serve.

I further believe that I have sufficient courage to say an independent "no" to what I consider unreasonable teacher demands and in the end public opinion will determine whether I or the teachers are right in any stand that may be taken. The record of the past ten years proves that trustees have been sufficiently strong to withstand the demands of the teachers. "Changes in the teachers' relative status have been minor." Perhaps, in the best interest of education, trustees have been too strong in withstanding. Surely, as a group interested in education, we should be attempting to raise the teachers' economic status, or, at least, give leadership in that direction.

The Cameron Commission

Order-in-Council 2009/57, approved and ordered by the Lieutenant-Governor of the Province of Alberta, established Alberta's Royal Commission to study and consider the various aspects of elementary and secondary education in this province.

Notices have appeared in newspapers noting that the Commission will hold public hearings in Edmonton, Calgary, Lethbridge, Medicine Hat, Red Deer, and

Grande Prairie, so that the Commission may receive briefs and submissions from persons and organizations regarding matters to be considered. Ten copies of each brief or submission must be filed with the secretary of the commission between March 1 and April 15, 1958.

For the information of all teachers the text of the order-in-council is reprinted below.

**Approved and Ordered,
(Signed) JOHN J. BOWLEN
Lieutenant Governor**

Edmonton, Tuesday, December 31st, 1957.

The Executive Council has had under consideration the report of the Honourable the Minister of Education, dated December 30th, 1957, stating that:

Whereas under the provisions of *The Public Inquiries Act*, being chapter 258 of the *Revised Statutes of Alberta, 1955*, it is provided that where the Lieutenant Governor in Council deems it expedient and in the public interest to cause an inquiry to be made into and concerning a matter within the jurisdiction of the Legislative Assembly and that he declares by his commission to be a matter of public concern, the Lieutenant Governor in Council may appoint one or more Commissioners to make the inquiry and to report thereon; and

Whereas it is deemed expedient and in the public interest that a public inquiry be made under the provisions of *The Public Inquiries Act*, being chapter 258 of the *Revised Statutes of Alberta, 1955*, by way of a comprehensive survey of the various phases of the elementary and secondary school system of the province with particular attention to programs of study and pupil achievement; and

Whereas the Minister of Education has constituted an Advisory Committee consisting of representatives of a number of Alberta organizations interested in Education and has consulted with the said Advisory Committee with respect to the terms of reference of the inquiry as set forth herein; and

Whereas the said Advisory Committee is available for consultation from time to time by the Commissioners nominated herein, at the request of the Commissioners; and

Whereas it is deemed expedient that a Commission issue to Honourable Donald Cameron, House of Senate, Ottawa, as Chairman of the Commission, and Wilma Hansen (Mrs. D. A. Hansen), 2915 Champlain Street, Calgary, and Ivy Taylor (Mrs. W. C. Taylor), Wainwright, and John S. Cormack, 11007 - 99 Avenue, Edmonton, and Norman W. Douglas, 3603 - 8A Street S.W., Calgary, and Gordon Leslie Mowat, 11622 - 77 Avenue, Edmonton, as Commissioners to

conduct the said inquiry and that the said Commission do declare the aforesaid matters to be matters of public concern.

Therefore, upon the recommendation of the Honourable the Minister of Education, the Executive Council advises that a COMMISSION do issue appointing DONALD CAMERON, WILMA HANSEN, IVY TAYLOR, JOHN S. CORMACK, NORMAN W. DOUGLAS, and GORDON LESLIE MOWAT, as Commissioners to conduct the said inquiry, the said Donald Cameron to be Chairman of the Commissioners, and that they be authorized and directed to study and consider the following matters:

- A. The Commissioners shall study and consider the aims and objectives essential to maintain a proper and adequate educational program for pupils of the elementary and secondary schools of the province;
- B. The Commissioners, having regard to their findings relative to A, above, shall inquire into the various aspects of elementary and secondary education as they relate to the schools of Alberta; and to the extent that they deem it feasible the Commissioners shall during the course of their inquiry and without restricting their consideration of any aspects, have special regard to the following list of subjects:

- (1) The curricular programs of the several school levels.

- (a) The suitability and adequacy of the subjects offered;
- (b) The efficiency of teaching and pedagogical procedures;
- (c) The adequacy of the organization, administration and supervision of instruction;
- (d) The adequacy and availability of school textbooks and of school library services;
- (e) The feasibility and desirability of interprovincial standardization of courses and textbooks;
- (f) Aids to teaching, with special attention to films, radio and television.

- (2) The attainment of school pupils and the procedures governing their classification and promotion.

- (a) The age of entrance into Grade I;
- (b) The acceleration and retardation of pupils;
- (c) The establishment of achievement norms;
- (d) The retention of pupils in school;
- (e) Departmental examinations and the extent to which these should be modified, restricted or extended;
- (f) The requirements for high school graduation, for university entrance, and for entrance into other educational institutions and training schools, including technical schools.

- (3) The extent to which various special services are desirable and necessary, and the nature of those services which should be adopted as integral parts of the educational system of the province.

- (a) Guiding and counselling;
- (b) The requirements of gifted pupils;

- (c) The requirements of handicapped pupils;
 - (d) Health services;
 - (e) Financial aid for high school students.
- (4) Types of school organization.
- (a) Centralized schools;
 - (b) Composite high schools;
 - (c) The small high school in which the ratio of teachers to grades is less than one;
 - (d) High school education as related to Junior Colleges;
 - (e) Technical, vocational and agricultural training in high schools;
 - (f) The divided school year or semester system at the high school level.
- (5) Physical facilities.
- (a) The adequacy and suitability of existing facilities;
 - (b) The utilization of school plant and equipment.
- (6) The quality and supply of teachers.
- (a) Entrance requirements;
 - (b) Facilities and programs for teacher education;
 - (c) Certificates and certification requirements;
 - (d) In-service education;
 - (e) Factors relating to the recruitment and supply of teachers;
 - (f) The distribution of teachers between urban and rural schools;
 - (g) Financial aid to teachers in training.
- (7) The relationship of the educational system to the requirements of industry and the modern community.
- (a) The growing demand for trained personnel and the provisions necessary to adequately meet that need;
 - (b) The impact of industrial employment opportunities on high school and university attendance;
 - (c) The impact of community attitudes on education;
 - (d) The nature of the instruction required for technical vocational training;
 - (e) Instruction in agriculture.
- (8) The economics of education in so far as finance is a factor in respect to an appraisal of the matters enumerated above and other related subjects but exclusive of any detailed study of sources of funds for school purposes or procedures whereby such funds are obtained and distributed.

and to report thereon to the Lieutenant Governor in Council and to make such recommendations to the Lieutenant Governor in Council as the said Commissioners may in their discretion consider proper and advisable;

AND FURTHER that the said Commission do declare the said matters to be matters of public concern.

AND FURTHER that the said Commission do confer upon Donald Cameron, Wilma Hansen, Ivy Taylor, John S. Cormack, Norman W. Douglas and

Gordon Leslie Mowat, the power of summoning witnesses before them and to require such witnesses

(a) to give evidence on oath, orally or in writing, or on solemn affirmation (if they are persons entitled to affirm in civil matters) and

(b) to produce such documents and things as the said Commissioners may deem requisite to the full investigation of the matters into which they are appointed to inquire,

and further conferring upon the said Commissioners the same power to enforce the attendance of witnesses and to compel them to give evidence as is vested in any court of record in civil cases.

AND FURTHER that the Commissioners may, with the prior approval and consent of the Lieutenant Governor in Council, secure consultant services, other than the Advisory Committee hereinbefore mentioned, where necessary or desirable in any phase or phases of their inquiry in either an advisory capacity or for the purpose of separate analyses to form appendices to the report of the Commission.

(Signed) **ERNEST C. MANNING**
Chairman.

Canadian College of Teachers

The Executive Council of the Alberta Teachers' Association has been informed that the recently established Council of the Canadian College of Teachers intends to select 100 prominent people as charter members of the CCT.

At the February meeting of the Executive Council, it was decided that the Alberta Teachers' Association would take no part in the Canadian College of Teachers until the points of Association policy as outlined in resolution P81/57 are clarified to the satisfaction of the Association. The general secretary of the Association was instructed to inform the Council of the Canadian College of Teachers and the Canadian Teachers' Federation of this decision. It was decided also to inform members of the Alberta Teachers' Association why the Executive Council has decided not to take part in the Canadian College of Teachers.

Resolution P81/57, debated and approved by the Annual General Meeting of Easter, 1957, sets forth the conditions under which the Alberta Teachers' Association would support the or-

ganization of a Canadian College of Teachers.

Whereas; the Canadian Teachers' Federation proposes to organize a Canadian College of Teachers, and

Whereas; all provincial affiliates have been asked to study and report on the proposal,

BE IT RESOLVED, that The Alberta Teachers' Association support the organization of a Canadian College of Teachers, provided that:

(a) a formula determining the equivalent of a degree in terms of years of teaching experience and professional education be approved for initial membership;

(b) the necessity of writing a book, holding professional office, serving on a community enterprise, or similar conditions be deleted from the requirements for membership; and

(c) the secretary of the Canadian Teachers' Federation and the secretary of the Canadian College of Teachers be one and the same person.

At the annual conference of the Canadian Teachers' Federation held in Edmonton, August 13 to 17, 1957, a constitution for the Canadian College of Teachers was adopted. This constitution provides that, to be eligible for admission as a member of the CCT, an applicant must, among other requirements, hold a degree from a university acceptable to the College or qualifications considered an acceptable alternative, and have made a distinctive contribution to educational, professional, and community growth that has brought credit to the teaching profession.

It is the considered view of the Alberta Teachers' Association that before the Canadian College of Teachers proceeds to admit applicants to membership the term "qualifications considered an acceptable alternative" should be defined. This definition must include some formula for determining the equivalent of a degree in terms of years of teaching experience and professional education. It should be spelled out in specific terms so that all teachers may know certainly what qualifications are considered to be

acceptable alternatives. Otherwise, complete and final authority for deciding such matters has been handed over to the Council of the Canadian College of Teachers.

The Executive Council of the Alberta Teachers' Association is also of the opinion that the condition requiring that applicants have made a distinctive contribution to educational, professional, and community growth that has brought credit to the teaching profession, is both unrealistic and is directly contradictory to the views of the Association as outlined in (b) of resolution P81/57.

The Executive Council was also disturbed to learn that apparently both Mrs. Inez K. Castleton, the Alberta representative on the CTF Board of Directors, and the Alberta Teachers' Association have been requested to nominate persons for consideration as charter members of the Canadian College of Teachers, before conditions for membership have been clarified. The Executive Council is insistent that it cannot participate in the CCT until the conditions outlined in resolution P81/57 have been met.

Executive Council Elections, 1958

The following is a list of nominations of candidates for election to the Executive Council for terms commencing Easter, 1958.

In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Candidate	Nominated by
*President	Inez Kathleen Castleton Calgary	Calgary City, Castor, Edmonton Public School, Fairview, Killam, Lacombe, Lac Ste. Anne, Leth- bridge City, Lethbridge District, Medicine Hat Rural, Peace Riv- er, Pincher Creek, Rocky Moun- tain House, Smoky Lake, Spirit River, Sullivan Lake, Two Hills, Vegreville, Wainwright and Westlock.

*Vice-President	Richard Frank Staples Westlock	Castor, Edmonton Public School, Hardisty-Provost, Killam, Lacombe, Lac Ste. Anne, Lethbridge City, Peace River, Spirit River, Sullivan Lake, Wainwright, Westlock, and Wetaskiwin.
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District Representatives

*North western	Raymond Evert Bean Valleyview	Fairview, Grande Prairie, Peace River, and Spirit River.
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Edmonton City	Arthur Melbourne Arbeau Edmonton	Edmonton Separate.
	Arthur David Gerald Yates Edmonton	Edmonton Public School.

Central Western	Nicholas P. Hrynyk Alix	Lacombe.
	Donald Allison Prescott Red Deer	Ponoka, Red Deer, and Rocky Mountain House.

Calgary District	Norman Prescott Bragg Standard	Three Hills, and Wheatland.
	Nicholas Julian Chamchuk East Coulee	Drumheller.
	Viola Ruth Kellner Turner Valley	Foothills, and Turner Valley.

*South-eastern	John Alistair McDonald Medicine Hat	Medicine Hat City and Medicine Hat Rural.
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Calgary₁ City	Elizabeth Watson Darling Hope Duff Calgary	Calgary City.
	Clarence Edward Gourlay Calgary	Calgary Separate.

***Elected by acclamation**

¹A by-election is being held in this constituency to fill the unexpired term of the present representative. The term will be for one year beginning Easter, 1958.

Candidates Elected by Acclamation

President

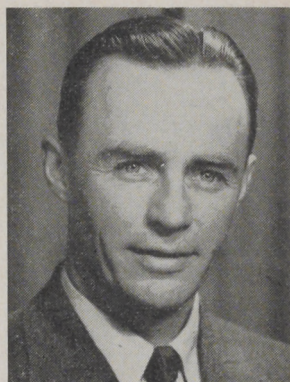


INEZ K. CASTLETON

Mrs. Castleton is completing her fifth year on the Executive Council, having served as president, vice-president, Calgary City representative, and Calgary District representative. She is chairman of the ATA Discipline Committee, and represents the Association on the Elementary Curriculum Committee, the Board of Teacher Education and Certification, and the Coordinating Committee. She was consultant for the ATA Policy and Administration Course at the 1957 Banff Conference. As president, Mrs. Castleton has represented the Association during the past year at the Canadian Teachers' Federation Conference, the Western Conference of Teacher Educators, and the Canadian Conference on Education, as well as at several Alberta conventions and local meetings. She is also a director of the Canadian Teachers' Federation.

Mrs. Castleton holds her B.Ed. degree from the University of Alberta and is presently teaching at the Rosedale School. She has been a member of the Calgary City staff for the past 19 years and previously taught six years in rural schools in the Calgary and Drumheller areas.

Vice-President



R. F. STAPLES

Mr. Staples has a wealth of experience in Association affairs. He is at present completing a short term as vice-president on the Executive Council of the Association since the by-election last fall. As vice-president, he was an Alberta delegate to the Canadian Conference on Education at Ottawa. Previously he served for two and a half years as district representative for the Edmonton District. His work in local associations as president, councillor, chairman of salary negotiating committees, Banff Conference delegate, and in other capacities has made him well-known throughout Alberta.

Dick has taught for 25 years in Alberta. This is his twelfth year as principal of the large centralized school at Westlock. Previously he taught in the rural school at Spruce Lodge, and in the towns of Mayerthorpe and Hardisty. For the past five years he has taught at the Department of Education Summer Session in Red Deer and for the last three years has been in charge of student activities. He holds his B.Ed. degree from the University of Alberta.

Northwestern Alberta



R. E. BEAN

Raymond Bean has taught school in Alberta for the past ten years and is at present principal of the 14-room Valleyview School. He received his B.Ed. degree from the University of Alberta in 1957.

Mr. Bean has been an active member of the Alberta Teachers' Association during his teaching career. He is completing his first year on the Executive Council as district representative for Northwestern Alberta. Ray has acted as AGM councillor for both Medicine Hat Rural and Grande Prairie Locals and has been vice-president and president of the Grande Prairie Local. He has been a member of the salary negotiating committee for East Smoky teachers for five years. In addition, he has served the East Smoky Sublocal as president, secretary, councillor, and chairman of the interpretation committee. Twice he has been chairman of the Grande Prairie-Spirit River ATA fall convention.

Mr. Bean is active in a number of community organizations and has taken part in the promotion of educational publicity in northwestern Alberta.

Southeastern Alberta



J. A. McDONALD

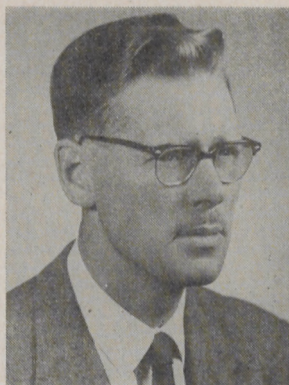
John McDonald is a graduate of Calgary Normal School and received his B.Sc. degree from the University of Alberta.

Since 1936, with the exception of three and a half years spent in the Royal Canadian Air Force in Canada and Overseas, he has taught mathematics and science in Alberta high schools. Previous to 1936 he taught for six years in the elementary and junior high school field.

His experience in Alberta Teachers' Association affairs has been varied. He has served as secretary and president at both local and sublocal levels and has been a member for numerous terms on salary policy and salary negotiating committees. For one year he was president of the Southwestern Alberta Teachers' Convention.

Nominations for District Representatives

Edmonton City



A. D. G. YATES

After four years' service with the Royal Canadian Air Force, Mr. Yates attended the University of Alberta where he obtained his B.Ed. degree. He is presently completing requirements for his B.A. degree.

In 1949 and 1950 Art served as principal of Wildwood School. Since that time he has taught in the Edmonton Public School system, four years in elementary schools, two years as relieving teacher, and presently at Ross Sheppard Composite High School.

Mr. Yates has always taken a keen interest in Association affairs. In addition to his experience as Edmonton City representative on the Executive Council, he was a member of the Edmonton Elementary Local executive for three years. He also served on the inter-local salary policy committee and was chairman of the committee in 1957. He has attended the Economic Seminar at Banff for two years and has acted as economic consultant for the Association.



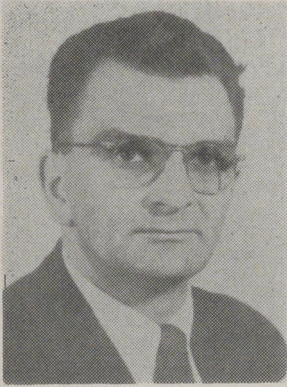
A. M. ARBEAU

Arthur M. (Bud) Arbeau was born in British Columbia, attended Grade I in Vancouver, and completed his elementary and secondary education in Banff. During his high school years he was active in student affairs and was a member of the editorial staff for students' publications.

Mr. Arbeau graduated from the University of Alberta in 1949 with a B.Sc. degree and attended the University of California in 1950. For the next two years he was employed as a control chemist. He received his B.Ed. degree from the University of Alberta in 1953. Since that time he has taught on the Edmonton Separate School staff and is at present vice-principal of St. John's School.

He has been a member of the executive committee of the Edmonton Separate School Local for several years, two years as president. He was the local's delegate to the 1956 Banff Conference. This year he was president of the Edmonton City Convention.

Central Western Alberta

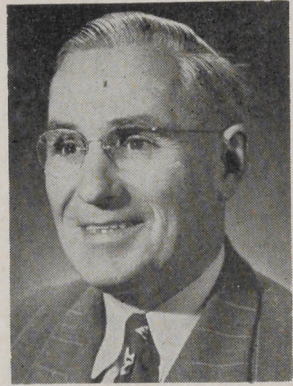


N. P. HRYNYK

Nicholas Hrynyk has taught in Alberta for nine years; for the past eight he has been principal of the Alix Consolidated School.

Mr. Hrynyk received his B.Ed. and B.Sc. degrees from the University of Alberta and is at present preparing his thesis for the M.Ed. degree.

Always active in Alberta Teachers' Association affairs, Nick has been on the executive committee of the Lacombe Local for many years, serving two terms as president and three as councillor to the Annual General Meeting. His influence has been strongly felt on the salary policy committee for six years, and he has served as chairman twice during his four years on the local's negotiating committee.



D. A. PRESCOTT

Don Prescott is a graduate of Camrose Normal School and holds his B.A. degree. During World War II he served as an education director in the Royal Canadian Air Force, and since his discharge has taught in Red Deer City and currently at the Andersons of Craigmyle School at RCAF Station, Penhold.

Mr. Prescott was first elected as district representative for Central Western Alberta in 1952 and has served continuously in that capacity. During his terms he has visited all locals and sublocals in his district. He is a member of the Finance and Pension Committees of the Executive Council and has attended all area conventions and conferences and each of the Banff Conferences.

Mr. Prescott is a member of a number of organizations, including the Canadian Cancer Society, the Red Deer Branch of the Alberta Motor Association, and the Natural History Society.

Calgary City



C. E. GOURLAY

Clarence E. Gourlay was born in Calgary and received his elementary and high school education in Calgary Separate Schools. He holds his B.Sc. degree from McGill University, his B.Ed. degree from the University of Alberta, and his M.A. degree from Teachers' College, Columbia University.

Mr. Gourlay served four and a half years as a radar technician in the RCAF. He joined the Calgary Separate School staff in 1957, and had previously taught eight years in elementary, junior high, and high school grades in other centres in the province.

Mr. Gourlay has always been active in ATA affairs. He was president of Calgary Rural Local, a member of the executive committee of Calgary Suburban Local, and AGM councillor and negotiating committee member for both locals. He is at present an AGM councillor for the Calgary Separate Local.

He is most interested in sports and has been player, coach, and referee. He has held executive positions in a lodge and has been director of a boys' camp.



ELIZABETH W. DUFF

Candidate for the position of district representative for Calgary City is Elizabeth W. Duff. Currently she is on the staff of Crescent Heights High School where she teaches English and social studies. Formerly she taught in rural schools in Berry Creek and Acadia School Divisions, and prior to moving to Calgary she taught first as teacher and later as vice-principal in Jefferson Centralized School in the St. Mary's River School Division.

Miss Duff has had considerable experience in Association work. While in Acadia and St. Mary's River Locals she served on the negotiating committee. Since moving to Calgary she has served on the Calgary Local executive council. For two years she was councillor for the Junior High School Sublocal, and she is currently president of the Senior High School Sublocal.

Miss Duff received her early education in Empress and holds her M.Ed. degree from the University of Alberta.

Calgary District



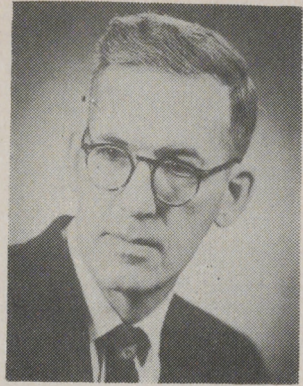
VIOLA R. KELLNER

Miss Viola (Vi) Kellner received her education in Edmonton elementary schools and at Eastwood and Strathcona High Schools. Her first professional training was obtained at the Edmonton Normal School and she now holds a bachelor of education degree from the University of Alberta.

Miss Kellner has had 20 years of teaching experience, 15 of which have been spent in Turner Valley. For the last three years she has been vice-principal of the Turner Valley Elementary and Junior High School.

She has been active in affairs of the Alberta Teachers' Association. On the local level, she has served in every office on the executive including that of president. In addition, she has attended the Annual General Meeting as councillor on five occasions and one Emergent General Meeting.

Miss Kellner is an active worker in church and community organizations in the Turner Valley area.

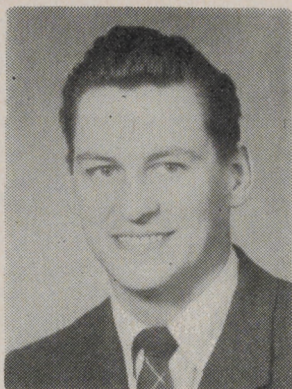


N. P. BRAGG

A native Albertan, well-known in the Calgary district, Norman Bragg has had 25 years' teaching experience, mainly in the area east of Calgary. For the past 16 years he has been principal of the Standard School. He received his B.Ed. degree from the University of Alberta in 1953.

Norman has been an active Association member during his teaching career. He was a member of the first salary negotiating committee of the Wheatland Local, was chairman for five years, and acted continuously until 1957. He has served three terms as president of the Wheatland Local and has held other offices at local and sublocal levels. In addition, he has been an AGM councillor on four occasions, a delegate to the Banff Conference, and president for two years of the Calgary District Convention.

An Experiment in Local Organization



N. J. CHAMCHUK

Nick J. Chamchuk is the principal of East Coulee Schools, where he has taught for the past eight years. He began his teaching career in 1950 after attending the University of Alberta for three years. He obtained his B.Ed. degree, by attending summer sessions, in 1952.

Nick has been an active member of the Drumheller Local and Sublocal. He has been AGM councillor for the past three years and a member of the local executive committee for the last five years. He is currently chairman of the salary negotiating committee for the Red Deer Valley School Division and has acted on the committee for the past four years. He has acted on the local's constitutional committee, has been track meet chairman, and acted as secretary of the district principals' association for two years. This year he is local representative on the convention committee.

Mr. Chamchuk is very active in community affairs in East Coulee and has been a member of the executive of many of the service organizations.

February 1, 1958 was the beginning of a new era in local association organization under the Alberta Teachers' Association. On that date, the Edmonton Public School Local was officially formed. Its organization culminates about three years' planning and study by successive committees of a basis for the amalgamation of the three Edmonton public school locals.

In February, 1957, the final committee, under the chairmanship of H. J. M. Ross, two representatives from each local, A. D. G. Yates, the district representative, and W. R. Eyres, from head office, went to work. The teachers are indebted to Arnold Henderson for drafting the initial framework under which the Edmonton Public School Local was finally formed. Early in the 1957 fall term, the committee was enlarged to include the three presidents, Jim Briggs of the High School Local, Harold Gerry of the Junior High Local, and Bjarne Larson of the Elementary Local. After many meetings, writing and rewriting of documents, the new constitution was finally approved by the joint executives for submission to each local. This was done early in the new year, and on January 29, 1958, a meeting of the three executives, lasting some five hours, approved a constitution. The meeting elected a tentative slate of officers to conduct the affairs of the new local until the first regular election next May.

The new Edmonton Public School Local is patterned after our provincial organization. Its constitution sets up what may be termed a 'representative' system of government. Provision is made for an executive committee, a local council, similar to the Alberta Teachers' Association Annual General Meeting, and for general meetings of the local itself.

The local, comprising all teachers in the Edmonton Public School system, will



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Reference Text For Drama

Adventures in Acting by Kaasa and Peacock is now authorized as a primary reference for dramatics in the junior high school and may be obtained from the School Book Branch at \$2.75 a copy.

Mathematical Scholarship

Before the end of March all high school principals should have received

one or more copies of the announcement concerning mathematical scholarships, tenable for the 1958-59 session at the University of Alberta. This announcement should be drawn to the attention of all Grade XII students. Any principal who does not receive such an announcement should contact Mr. S. A. Earl, Coordinator of Teacher Education, Department of Education, Edmonton.

meet once or twice a year. The local council, made up of elected representatives from each school, and the executive committee will meet every two months, or more often if necessary. This council is the law-making body of the local and has overall control of the business of the local.

The executive committee is the administrative body and consists of eleven members: the president and vice-president, both elected at large by the members; the immediate past president; the secretary-treasurer, appointed by the executive committee; the chairman of, and one member elected by, each of the elementary, junior high, and high school committees-of-the-whole, and the Edmonton City district representative.

Of special importance in the new local will be the place taken by the committees-of-the-whole. The elementary, the junior high, and the high school teach-

ers will each form one of these committees. To each is given the control of projects, research, curriculum development, and other items of particular concern to its members. Finances are to be made available for such work.

Salary policy and negotiation will be handled by special committees. These committees work directly through and under the executive committee and the local council. Others have been set up to carry out specific duties requiring standing committees, and provision is made for ad hoc committees as required.

The new local will replace the triplication of effort of the former organizations and provide for single, uniform action, particularly on salary matters. Working together for a common purpose will develop a better spirit of professionalism. This new pattern of local government will be of particular interest to the large urban locals.

No Increase in Sub-Examiners' Pay

On Wednesday, February 19, representatives of the Alberta Teachers Association were informed by the Minister of Education that the government was not prepared to increase the rate of pay for sub-examiners or the subsistence allowance. The Minister outlined the following reasons for the government's decision:

✓The rate of pay for sub-examiners was revised last year. For 1957 the total cost of the revision was about \$28,000. The government feels that the rate of \$15 a day plus \$4 a day subsistence allowance is still fair and reasonable for 1958.

✓The cost of maintaining the Examinations Branch of the Department of Education now greatly exceeds the revenue collected from Grade IX and Grade XII examination fees. A further increase would have to be met by higher fees or by additional funds from the general revenue of the province.

✓There would appear to be no lack of interest on the part of Grade IX and Grade XII teachers in undertaking to mark examinations at the present rates. At present, a far greater number of teachers than will be required have indicated willingness to accept appointment as sub-examiners.

✓An increase of more than \$50,000 would be necessary to pay sub-examiners at the rate of \$4 an hour and it is felt that this additional expenditure is not warranted.

During the meeting the Minister observed that the sub-examiners' present scale compared favourably with the earnings of teachers who staffed the Red Deer Summer School for Grade XII students. He noted further that the 1957

estimates for the Examinations Branch were about \$199,000. Fees collected from students were about \$90,000.

The meeting on February 19 was the second between the Minister and a committee of the Executive Council of the Alberta Teachers' Association. At the first meeting, J. D. McFetridge, district representative for Central Eastern Alberta, and F. J. C. Seymour, assistant general secretary, presented a brief to the Minister requesting that sub-examiners' pay and subsistence allowance be increased.

Our brief suggested that it is reasonable to argue that teachers marking examinations should be paid at the rate of 1/200 of their annual salary rate. It was pointed out that substitute and temporary teachers are paid at this rate both as a result of collective agreements and because of *The School Act*. Because of the temporary nature of the working assignment, it is thought that the 1/200 formula is both reasonable and comparable.

The Association's brief noted also that teachers marking Grade XII examinations are required to hold a university degree and to have had at least three years of teaching experience in secondary school work in Alberta. It was estimated that the average salary for teachers with these qualifications is \$4259 a year. This is about \$4 an hour, based on the formula of 1/200 a day and assuming that a marking day is about six hours. Our brief noted further that many teachers would have salaries much higher than the average quoted above.

For sub-examiners marking Grade IX examinations, our figures showed that, because of lower academic requirements and because a minimum of two years of teaching experience was required of applicants, the average salary rate ranged from \$3185 to \$4218.

The above information was supplied

to give background to our request that the government consider basing sub-examiners' pay on the principle of 1/200 of the teacher's annual salary rate. We requested also that the Department of Education give us a reaction to the idea of basing sub-examiners' pay on academic qualifications.

At the December meeting, the Minister and his advisers indicated that they would prefer, because of administrative difficulties, not to adopt any scheme which provided varying rates of pay for sub-examiners. The Association was asked to present a request which would provide a single rate for all sub-examiners regardless of qualifications or experience.

Consequently, on January 9, the Association advised the Minister by letter that it requested a rate of \$4 an hour for sub-examiners and an increase in the subsistence allowance. As noted previously, these requests were rejected on February 19.

On the subject of subsistence allowance, our brief suggested that out-of-

town teachers must pay higher rates because they cannot get monthly rates for room and board. Conservative estimates show that a sub-examiner would have board and room expenses of about \$8 a day if he lived at a modest hotel and had his meals at a cafeteria. It was urged that the Department of Education reappraise its subsistence allowance formula for sub-examiners and for teachers acting on departmental committees.

The committee will report the results of its meetings with the Minister to the Executive Council of the Association. Presumably, the Executive Council will consider the committee's report in the light of resolution S31/57, which reads as follows:

BE IT RESOLVED, that the Executive Council advise all members not to accept employment as sub-examiners in 1958, unless satisfactory rates of remuneration are negotiated by The Alberta Teachers' Association.

Teachers Must Provide the Leadership

(Continued from Page 12)

sirable. This calls for a better, perhaps more frank appraisal of the potentialities of students, and greater flexibility of curricula to develop these potentialities.

Far more important than either of these factors, however, is that if we are to intensify the educational process, we can only do it by intensifying the desire for learning. Motivation is the answer. Motivation of students to learn, of their parents to have them learn, of teachers to teach, and of the community to provide the facilities for teaching and learning—this is the crux of our educational problem.

And in all this, for what should we look to the educator? As every teacher knows, we look to them for a great deal, far more than we have a right to do, perhaps. But in the present situation the

most valuable thing the educator can give is leadership. The great need now is for constructive direction and leadership.

This leadership must come from those in the educational field because without their lead the problems we face cannot be solved. Particularly is it important to hear more from the practising teacher—the person who knows from hard experience what can and cannot be done for the youth of Canada.

The great increase in the public interest in education, already reflected to a considerable degree in governmental actions, creates an opportunity that may not soon recur. What we make of this opportunity will depend to a great extent on the leadership we receive from those who know most about education.

Reprinted from *Imperial Oil Review*, October, 1957

President's Column



These are busy days. Since the beginning of the New Year scarcely a week has gone by that I have not been attending a meeting or a conference. The business of our Association seems to grow by leaps and bounds.

Representatives of the Alberta Teachers' Association and the Alberta School Trustees' Association executives met on January 18 to discuss problems of mutual concern. Both organizations are vitally interested in any proposal affecting grants-in-aid to school boards and, of course, the Cameron Commission.

February was highlighted by both the regular meeting of the Executive Council and the Canadian Conference on Education in Ottawa. A report of the latter will be made to members in the March issue.

The February meeting of the Executive Council—like most executive meetings—was a case of too little time for too much business. Not only did we have a long agenda but there were a number of important matters which required lengthy discussion.

Among the more important items were the matter of preparing the ATA brief to the Cameron Commission; the ques-

tion of participation in the Canadian College of Teachers; the official opening of Education Week in Alberta; reports from the code of ethics, resolutions, finance, and curriculum committees; reports on collective bargaining, pensions, amendments to *The School Act*, and the formation of one local in Edmonton; and a revision of provincial and local fee structures—to mention only a few. The list in itself is imposing—the more so when I recall the amount of discussion and the decisions made. Your business is important and demanding.

One of the most important decisions made at this meeting was to advertise for another executive assistant. For some time now, the executive has been aware that present commitments, together with projected expansion of field services, make urgent the engagement of an additional executive officer. Consequently, in this and the March issue, you will find an advertisement for this new position.

It is the opinion of your Executive Council that, no matter what our organization is doing now, no matter how busy we think we are, the future will be ever more demanding, and we propose in your interests to be ready to meet that challenge.

ATA Handbook

The revised edition of *The ATA Handbook* is now available at \$1.25 a copy. Orders should be addressed to the Alberta Teachers' Association, 9929 - 103 Street, Edmonton.

BCTF Girds for Battle

THE British Columbia Teachers' Federation appears to be in a 'show-down' battle with the British Columbia School Trustees' Association over teachers' salaries for 1958.

The BCTF reports that, apparently on direction from the BCSTA, 24 school boards have 'fixed' salaries under Section 47 of the *Public Schools Act* of that province and are refusing to negotiate. Information indicates that Section 47(2) is an empowering section authorizing school boards to expend tax moneys on salaries just as they must have authority for every other type of expenditure they make. Some of the school boards appear to be reading into this section the idea that they need not negotiate over teachers' salaries unless they wish to do so out of kindness and goodwill.

The BCTF charges that school boards by this action are attempting to deny teachers the right to collective bargaining. School boards which have 'fixed' salaries have set the salary scale higher than in 1957 in what appears to be an effort to lure the teachers into accepting a unilateral procedure for determining teachers' salary scales. The BCTF has instructed teachers to reject such action by school boards because it denies to teachers the fundamental right of collective bargaining. The BCTF has declared

the districts which have invoked Section 47 of the *Public Schools Act* 'closed'. It is BCTF policy that no teacher will apply for or accept a position in any school district where there is no agreement between the local association of teachers and the local school board regarding salaries.

Among the districts reported as being 'closed' by the BCTF are: Alert Bay, Armstrong, Barriere, Birch Island, Burns Lake, Cowichan, Enderby, Kamloops, Kelowna, Keremeos, Kootenay Lake, Ladysmith, Lake Cowichan, Lillooet, Penticton, Princeton, Revelstoke, Saanich, Sechelt, Sooke, Vernon, Victoria, West Vancouver, and Williams Lake.

Because it is possible that the school boards may attempt to fill vacancies on their staffs by importing teachers, the BCTF has requested that all teacher organizations in Canada inform their members of the situation in British Columbia. In particular, the BCTF has requested support in its fight to maintain the right of teachers to collective bargaining.

Any member of the Alberta Teachers' Association who may consider making application for or accepting a teaching position in British Columbia is requested to contact the British Columbia Teachers' Federation at 1815 West Seventh Avenue, Vancouver 9, British Columbia.

In the Interest of Education

Every year is an important one in education and 1958 promises to be no exception. When we consider the various activities underway we can be certain that this will be an exceptional year.

The Canadian Conference on Education, our first national conference on education, was held in Ottawa, February 17 to 20. The Royal Commission to survey

elementary and secondary education in Alberta will be active. Proposals for changes in educational finance are and will continue the centre of concern in this province.

In these and other matters, the Alberta School Trustees' Association and the Alberta Teachers' Association have major responsibilities. Representatives

of both organizations believe that in a number of educational problems there is a consensus of opinion which can be developed as a basis for joint action.

A meeting was held in Barnett House on January 18 with representatives of the executives of both the ATA and the ASTA in attendance. The results were indeed encouraging and, apart from any decisions made on matters of urgent concern, it was generally felt that such meetings should be continued so as to improve public relations, increase public interest in, and understanding of education, and develop better understanding between the ASTA and the ATA.

Educational finance in Alberta has been discussed more and has created more speculation in the past two or three months than any other problem related to education—apart from Sputnik. Members of both associations were agreed that the fiscal independence of school boards and the equalization factor are of critical importance in any present

or proposed deal in school finance. Both trustees and teachers are concerned that both fiscal independence of school boards and the equalization principle would be almost, if not completely, lost in the mooted proposals for distribution of provincial grants to local authority. Plans were formulated for making known to the government the opinion of the two associations on educational finance. A committee composed of Eric C. Ansley and H. J. M. Ross of the ATA and E. Parr and T. C. Weidenhamer of the ASTA was appointed and given terms of reference for action in the matters discussed.

The meeting also considered the terms of reference of the Royal Commission on Education in Alberta. Ways and means of compiling material and information and the preparation of briefs were discussed, and some attempt may be made to lend support, each to the other, in matters where thinking is parallel.

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The Great Chief

Wood, Kerry; *The Macmillan Company of Canada Limited, Toronto*; pp. 160; \$2.

This story, suitable for Upper Division II and Junior High, tells of Maskepetoon, a fierce warrior, feared by his enemies, the Blackfoot, Pegans, Bloods, and Sarcees, and loved by his own Crees. As a youth he received a vision from the Great Spirit—a vision in which he stood between two warring tribes and received their weapons in his own flesh. It was years before he was able to understand the dream. In the end, Maskepetoon became the peacemaker, although bitter disappointments clouded his efforts. Through this exciting but authentic historical novel, we cross the trails of Rundle, the MacDougall's, Redpine, Kakaku, and other vivid characters of the west.

An English-Speaking History, Volume 1 and Volume 2

Scotland, A. (revised by Gray, G. L.); *British Book Service (Canada) Limited, Toronto*; pp. 500; \$1.60 each.

Both volumes tend to emphasize the development of freedom and the influence of religion in the unfolding of history, with a marked effort being made to eliminate unnecessary detail and to emphasize the main concepts. Volume 1 begins with early England and continues on through the Roman conquest to the Three Hundred Years War. There are a large number of illustrations, not too attractive but informative, taken from older works. Volume 2, written in the same style and illustrated in the same manner as the first volume, starts with the development of the British Empire up to the United Nations. Where it is

pertinent, reference is made to France, Japan, and Russia. The books make excellent references for serious students in junior high or high school.

Chuckwagon of the Circle B

Fidler, Vera; *The Macmillan Company of Canada Limited, Toronto*; pp. 174; \$2.95.

Suitable for Division II free reading, this admirably told story concerns itself with the adventures of Bob and Nancy Brownlee of the Circle B. The main plot deals with a decision to enter the children's chuckwagon race at the Calgary Stampede. A fast-moving story, it ends with the thrilling climax of the race. Throughout the story interest is maintained with solutions to problems of horses, equipment, and outriders. Above all, is the secondary plot, the capture of rustlers.

The Caves of the Great Hunters

Barrmann, Hans; *McClelland & Stewart Limited, Toronto*; pp. 157; \$3.75.

More and more of the story of man's far-off past is being revealed by the cave discoveries. The latest of these, the Lascaux Cave find of 1940, widens out knowledge of man's early religion, implements, and hunting habits. Many of these finds were made by boys and girls, and this story starts with Marcel, George, Jim and Simon and their discovery of the Lascaux Cave and its hundreds of marvelous drawings. First the schoolmaster and later the Abbe, the famous archaeologist, continue the investigation. In story form the Abbe tells the boys of other famous cave discoveries made by children. He also reveals to them the knowledge of the past speculation which is seen by the wonderful examples of art. There are many fine reproductions, some in colour, of the art mentioned in the book.

Resolutions, Annual General Meeting, 1958

This material is confidential and the information contained herein is for the use of the members of The Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

Some local associations may find that their resolutions have not been printed exactly as forwarded to the office under declaration. The councillors of the local associations concerned have the right to ask that the resolutions be read, as originally drafted and/or discussed, at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

- they concern matters either in effect or being considered;
- they are similar in content to other resolutions, one of which has been printed—in these cases the Executive Council has selected the most comprehensive resolutions; or
- "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."
By-law 22.

There are three groups of resolutions to be presented to the Annual General Meeting:

- (a) resolutions presented by local associations,*
- (b) resolutions presented by the Executive Council of The Alberta Teachers' Association,*
- and*
- (c) resolutions referred to the ATA Curriculum Committee.*

Resolutions presented by local associations

C 1/58 **BE IT RESOLVED**, that the Department of Education be asked to give the 40 percent discount on workbooks as is given on textbooks.

C 2/58 Whereas; eleven Alberta Teachers' Association scholarships are offered annually to students attending university intramurally in the Faculty of Education, and

Whereas; these scholarships are not available under the present interpretation of "intramural" by The Alberta Teachers' Association, to summer school or evening credit education students, and

Whereas; the university interprets "intramural" students to be those who are taking class-

room instruction whether such classes are on the campus or not, **BE IT RESOLVED**, that The Alberta Teachers' Association change the regulations covering the granting of the said ATA scholarships to be in line with the interpretation of "intramural" students as that accepted, as above, by the University of Alberta.

- C 3/58 Whereas; it is extremely difficult for local economic committees to assemble statistical data pertinent to salaries, teacher recruitment, teacher retention, and relevant information, and

Whereas; this information is vital to continuing successful negotiations with school boards,

BE IT RESOLVED, that such data and information be assembled at head office and circulated regularly to economic committees, and further

BE IT RESOLVED, that a serious effort be made to have the bulk of each year's data available before the fifteenth of January of the succeeding year, and further

BE IT RESOLVED, that the Executive Council hire additional help, if necessary, to implement this resolution.

- C 4/58 Whereas; there are within a division or district certain positions highly undesirable to a teacher, and

Whereas; a teacher needs to know early in the holiday months where he will be placed for the next term, in order to make the necessary preparations, and

Whereas; notice to terminate a contract effective in August must be given by the teacher to the board on or before the preceding fifteenth day of July,

BE IT RESOLVED, that to be effective, a notice of transfer shall be given to the teacher by the board on or before the preceding fifteenth day of July.

- C 5/58 Whereas; the teachers attending the physics workshop and the Imperial Oil science seminars and other forms of inservice education receive much benefit therefrom,

BE IT RESOLVED, that The Alberta Teachers' Association encourage the possibilities of further seminars in school subjects, with competent consultants in their respective fields in attendance.

- C 6/58 Whereas; overall direction is necessary for the organization and operation of classified and catalogued central libraries in Alberta schools,

BE IT RESOLVED, that the Department of Education appoint a supervisor of school libraries.

- C 7/58 Whereas; trained personnel are needed for classified and catalogued central libraries,

BE IT RESOLVED, that the Department of Education request that the Faculty of Education offer courses in school librarianship for credit to students in the elementary and secondary routes.

- C 8/58 Whereas; many new schools, especially elementary and junior high, have been built throughout the province without provision for adequate library facilities,

BE IT RESOLVED, that the Department of Education give guidance and financial assistance to school boards for the inclusion in new construction of adequate library facilities, and further

BE IT RESOLVED, that library facilities be considered an essential for all new school construction.

- C 9/58 Whereas; pupils in all grades are encouraged by their teachers to use the facilities of the public libraries, and

Whereas; the librarians are frequently at a loss as to the needs and requirements of pupils at various grade levels, and

Whereas; the librarians are anxious to have adequate and appropriate source materials available for all courses in order to be able to give maximum assistance, **BE IT RESOLVED**, that the Department of Education be requested to send a copy of the curriculum for all grades to each public library in the province.

C10/58 **BE IT RESOLVED**, that The Alberta Teachers' Association investigate the possibilities of obtaining a suitable lapel pin for its members.

C11/58 Whereas; ballots used in Alberta Teachers' Association elections are numbered, and

Whereas; such numbering could destroy the secrecy of the ballot, **BE IT RESOLVED**, that in future the ballots be perforated so that the number on the ballot may be removed by the scrutineers before counting, and further

BE IT RESOLVED, that the necessary steps be taken to alter the counting procedures to include the removing of such numbers in the duties of the scrutineers.

C12/58 Whereas; some local associations find it difficult to finance the carrying on of satisfactory local business due to geographic conditions making it necessary for executive members and policy committee members to do a great amount of travelling,

BE IT RESOLVED, that head office return to these local associations larger grants from the general funds of the Association, either by increasing the per member grant or by introducing a sliding scale which would help these districts.

C13/58 Whereas; the funds remitted to local associations of The Alberta Teachers' Association are now received in December and June, and

Whereas; these funds could be

used to better advantage if received at other times during the year,

BE IT RESOLVED, that these funds be sent to the local associations at a more appropriate time.

C14/58 **BE IT RESOLVED**, that the Executive Council, the general secretary, the assistant general secretary, and the executive assistants, be congratulated for their organization of such activities as the Banff Conference, regional salary conferences, briefing schools, salary negotiations, etc.

C15/58 Whereas; it has been the practice to leave discussions of the pension resolutions until the last day of the Annual General Meeting, and

Whereas; the consequent shortage of time has curtailed thorough discussion of these matters, and resulted in these matters being rushed, or tabled, or referred to the Executive Council,

BE IT RESOLVED, that the pension resolutions be not left to the agenda of the last day of the Annual General Meeting.

C16/58 Whereas; the primary consideration of school boards in the hiring of teachers is often the low salary bracket in which that teacher is found, rather than the qualifications of that teacher, and

Whereas; the best teachers are, as a result, often not appointed, **BE IT RESOLVED**, that the Department of Education be requested to issue school grants to school districts on the basis of each teacher's years of training and years of experience.

C17/58 Whereas; The Alberta Teachers' Association has been investigating a form of health insurance for its membership, and

Whereas; many teachers already have such coverage in other form, **BE IT RESOLVED**, that any such scheme be entirely voluntary,

and not mandatory upon all members.

C18/58 Whereas; it is noted from the financial statement that The Alberta Teachers' Association pays the membership fee of the general secretary in the Mayfair Golf and Country Club,

BE IT RESOLVED, that this expenditure be discontinued.

C19/58 Whereas; all matters pertaining to pensions require careful study and accurate knowledge of all possible implications, and Whereas; such careful study is not possible during the brief period of the Annual General Meeting,

BE IT RESOLVED, that all pension resolutions be automatically referred to the ATA Pension Committee for study and that this committee present a report to the next following Annual General Meeting.

C20/58 **BE IT RESOLVED**, that any person having a dispute with the "Pension Committee" may appeal his case to the "Pension Board" and appear in person to state his case and reply to any questions.

C21/58 Whereas; resolutions C31/57, C33/57, and C40/57 were referred to the ATA Pension Committee, and are not as yet Alberta Teachers' Association policy, and Whereas; this group has no way of knowing whether the ATA Pension Committee will report adoption or rejection of these resolutions,

BE IT RESOLVED, that this be considered a resolution moving each of them again for discussion at the 1958 Annual General Meeting.

C22/58 Whereas; teachers entering the profession in Alberta after the age of 50 are not allowed to participate in the pension scheme, **BE IT RESOLVED**, that such teachers be allowed to contribute

at a higher annual rate, in order that the volume of their contributions be brought up to the required level, so that they may be allowed to participate in the pension scheme on retirement.

C23/58 Whereas; it has been noted from the financial statement that a sizeable portion of the pension fund is in the form of unregistered bonds and securities, and Whereas; in the opinion of this group, this form of security does not give the greatest protection to our funds,

BE IT RESOLVED, that such securities and bonds be converted immediately to a safer form of investment.

C24/58 Whereas; participation in the Alberta teachers' retirement fund is compulsory, and

Whereas; only one teacher out of three will actually receive a retirement pension, and

Whereas; there is profound dissatisfaction with certain features of the fund as presently constituted,

BE IT RESOLVED, that all contributory years into the pension plan be considered as pensionable service.

C25/58 Whereas; the estreatment of the first two years' contributions from those teachers, who withdraw from the profession, is excessive,

BE IT RESOLVED, that the amount of estreatment be only the actual cost of administering each individual teacher's account, and further

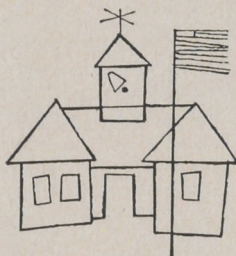
BE IT RESOLVED, that the present system of closing a teacher's account with the retirement fund after five years' absence from teaching be discontinued and that teachers be allowed to leave their contributions to accumulate to their credit in the fund.

C26/58 Whereas; many teachers, in moving from one province to another,

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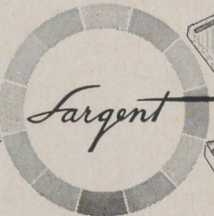
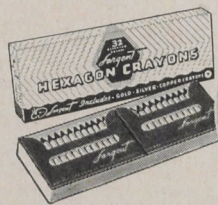
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have lost their pension fund contributions,

BE IT RESOLVED, that The Alberta Teachers' Association take the necessary steps to institute a reciprocal pension agreement between all the provinces of Canada.

C27/58 **BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund, be urged to consider including sabbatical leave as pensionable service, and further

BE IT RESOLVED, that the teacher on sabbatical leave make the contribution he would normally make if teaching during that year.

C28/58 **BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund, be urged to consider including leave of absence as pensionable service, if the teacher so absent works in the field of education while on leave of absence and makes the contribution he would normally have made if teaching.

C29/58 **BE IT RESOLVED**, that the resolution of last year's Annual General Meeting, C66/57 as amended, be further amended by deleting all the words after the word "thereupon" and inserting in their place the following words "make a progress report, at least, to the same Annual General Meeting and recommendations to the next Annual General Meeting".

C30/58 Whereas; The Alberta Teachers' Association has no clear statement of its educational philosophy, and

Whereas; there is a tendency to minimize academic competence, and

Whereas; the 1957 Annual General Meeting passed a resolution favouring the encouragement of student participation in athletics, cultural activities, and other

extra-curricular activities,

BE IT RESOLVED, that The Alberta Teachers' Association go on record as recognizing that the primary purpose of teachers is to provide intellectual training.

C31/58 Whereas; The Alberta Teachers' Association endorses the principle of exchange between Canadian teachers and teachers in other parts of the world, and
Whereas; teachers on exchange from the British Isles receive their salaries with a small subsidy from the British Government for travelling expenses, and
Whereas; the salaries of British teachers are considerably lower than the salaries of Canadian teachers, and

Whereas; the rate of exchange is in favour of the Canadian teacher, and

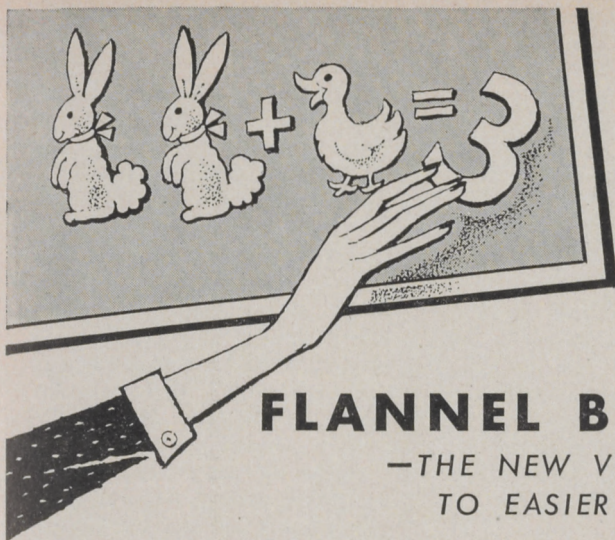
Whereas; one of the prime purposes of exchange is better understanding of a country and its people, and this can be achieved only by wide travel in a country, and

Whereas; the British teachers have already suffered extreme hardship, and

Whereas; the present system tends to discourage British teachers from coming to Canada and therefore prevents many Canadian teachers from participating in exchange,

BE IT RESOLVED, that The Alberta Teachers' Association request the Canadian Education Association and the British Commonwealth League to review the situation this year with a view to working out a formula for subsidizing the British teachers' salaries while on exchange in Canada with a view to raising them to the level of their Canadian counterparts.

C32/58 **BE IT RESOLVED**, that this Annual General Meeting request the University of Alberta to pro-



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vide summer school facilities in Calgary commencing in 1958.

C33/58 Whereas; By-law 5, subsection 4, sets forth the manner in which the amount of fees remitted to the locals shall be calculated, and

Whereas; the statement of fees sent to the locals purports to indicate, but does not, in fact, the manner in which these fees are calculated,

BE IT RESOLVED, that the fee statement be revised to show:

- (a) the month in which fees are received from the school board,
- (b) the month for which such fees were collected by the school board from the members of the local,
- (c) the number of teachers from whom fees were collected by the school board for such

month, and

- (d) the amount of fees being remitted by the Association to the local.

C34/58 **BE IT RESOLVED**, that The Alberta Teachers' Association reaffirm its opposition to any legislation that is designed to remove teachers from the terms of *The Alberta Labour Act*.

C35/58 Whereas; it causes confusion when resolutions are presented to the Annual General Meeting and the order of procedure has been changed from that given in the magazine,

BE IT RESOLVED, that the Executive Council be requested to organize the resolutions submitted to the Annual General Meeting in such a way that the sequence of publication be followed.

Resolutions presented by the Executive Council of The Alberta Teachers' Association

C36/58 **BE IT RESOLVED**, that the Executive Council request the Government of the Province of Alberta to amend *The School Act* to make it permissible for all school boards to effect and maintain group insurance, including life, sickness, and accident coverage, applicable to and for the benefit of teachers employed by a school board and to contribute towards the cost of same.

C37/58 **BE IT RESOLVED**, that the Executive Council, in case of emergency, be authorized to withdraw all members of the Association from departmental committees and sub-committees and also advise members not to accept employment with the Department of Education without first clearing with the Association.

C38/58 **BE IT RESOLVED**, that the Ex-

ecutive Council take the necessary steps to insure that teachers in junior colleges be employed under *The Teaching Profession Act*, *The Teachers' Retirement Fund Act*, and *The Alberta Labour Act*.

C39/58 **BE IT RESOLVED**, that the Executive Council set up a schedule for all fall conventions in Alberta and make arrangements for guest speakers for these conventions.

C40/58 **BE IT RESOLVED**, that the Executive Council be instructed to ask the Department of Education to review, periodically, the limits set by Order-in-Council 2006/57 for liability insurance carried by school boards.

C41/58 **BE IT RESOLVED**, that resolution P12/57 be amended by:
(a) changing the word "one" in

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clause (1)(a) to the word "four", and

(b) deleting clause (8).

C42/58 **BE IT RESOLVED**, that the following resolution replace resolutions P35/51 and P36/57:

"**BE IT RESOLVED**, that the Department of Education be requested to:

(a) place superintendents of schools, inspectors, and directors on a schedule at least equivalent to the schedule for the principalship of the largest schools in the province, and

(b) recommend that school boards appoint assistant superintendents."

C43/58 **BE IT RESOLVED**, that the following resolution be substituted for resolution P48/54:

"**BE IT RESOLVED**, that The Alberta Teachers' Association is opposed to a provincial salary schedule for teachers."

C44/58 **BE IT RESOLVED**, that resolution P50/54 be amended by adding at the end of the resolution the words "and that no restrictions with respect to teaching service be attached".

C45/58 **BE IT RESOLVED**, that resolution P58/57, subsection (a), be amended to read: "all dismissals of teachers, principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference", and further **BE IT RESOLVED**, that a new subsection (d) be added to read: "all proposed transfers of teachers, not mutually agreed upon, be subject to appeal to either a committee of the school board and the local teachers' association, or to a neutral body where all evidence is heard under oath and subject to cross-examination".

C46/58 **BE IT RESOLVED**, that resolution P62/54 be amended by inserting the word "library" follow-

ing the word "gymnasium".

C47/58 **BE IT RESOLVED**, that resolution P64/57 be deleted from Association policy.

C48/58 **BE IT RESOLVED**, that resolution S1/52 be amended by replacing the word "govern" with the word "coordinate".

C49/58 **BE IT RESOLVED**, that resolution S33/57 be amended by inserting the word "financially" following the word "teachers".

C50/58 **BE IT RESOLVED**, that all policy resolutions be amended, where necessary, due to the renumbering of sections in *The School Act* and other Acts.

C51/58 **BE IT RESOLVED**, that resolution P 9/55 be deleted from Association policy.

C52/59 **BE IT RESOLVED**, that resolution P32/55 be deleted from Association policy.

C53/58 **BE IT RESOLVED**, that resolution P34/55 be deleted from Association policy.

C54/58 **BE IT RESOLVED**, that resolution P39/52 be deleted from Association policy.

C55/58 **BE IT RESOLVED**, that resolution P55/57 be deleted from Association policy.

C56/58 **BE IT RESOLVED**, that resolution P61/56 be deleted from Association policy.

C57/58 **BE IT RESOLVED**, that resolution P63/54 be deleted from Association policy.

C58/58 **BE IT RESOLVED**, that resolution P77/56 be deleted from Association policy.

C59/58 **BE IT RESOLVED**, that resolution S 2/55 be deleted from Association policy.

C60/58 **BE IT RESOLVED**, that resolution S 3/56 be deleted from Association policy.

C61/58 **BE IT RESOLVED**, that resolution S 4/51 be deleted from Association policy.

C62/58 Whereas; under *The County Act* the county council shall have and exercise all rights, powers,

privileges, duties, and functions conferred on a board of trustees of a school division by the provisions of *The School Act* in respect of school matters, and Whereas; *The School Act* makes a teacher under contract to a board ineligible to hold office as a trustee on such a board, and Whereas; this prevents teachers from seeking office in local government in counties,
BE IT RESOLVED, that the Government of the Province of Al-

berta be requested to amend its statutes in such a manner as will make it possible for teachers to seek election as county councillors.

C63/58 **BE IT RESOLVED**, that curriculum resolutions submitted to the Annual General Meeting by local associations be accompanied by a statement from the local's education committee expressing reasons for its submission and, if possible, supporting data.

Local Resolutions referred to the ATA Curriculum Committee

By resolution of the Annual General Meeting, all resolutions dealing with curriculum are referred to The Alberta Teachers' Association Curriculum Committee. The following resolutions come under this category.

C64/58 Whereas; the Department of Education has declared that the texts in high school commercial mathematics were being used on an experimental basis and would eventually be replaced by Canadian texts, and Whereas; these texts have now been used for many years in Alberta, and Whereas; these American texts are in many respects quite unsuitable for Canadian schools.
BE IT RESOLVED, that the Department of Education be urged to replace "Business Arithmetic" and "Mathematics for the Consumer" as texts in Alberta high schools as soon as possible by Canadian texts more appropriate for instruction in Canadian business.

C65/58 Whereas; French 11 can be offered to Grade X in the larger centres such as Edmonton and Calgary, and Whereas; students taking French 11 show superior achievement in Grade XII departmental examinations,

BE IT RESOLVED, that The Alberta Teachers' Association investigate the possibility of extending the privilege to the large rural centres.

C66/58 Whereas; the present two-year course in foreign languages is inadequate for the purpose it was intended to serve, and Whereas; the French 11 course is not a satisfactory substitute, and Whereas; the text prescribed for the courses in French 20 and 30 is not of practical use for senior high school students,

BE IT RESOLVED, that the Department of Education be requested to review the situation with regard to foreign languages in senior high school with the purpose of restoring the former minimum of three years of study and of abolishing the text at present in use.

C67/58 Whereas; the organization and operation of central school libraries through the province may, at present, follow any local plan as may be expedient, and Whereas; there is merit in hav-

ing a uniform organization for central libraries,

BE IT RESOLVED, that the Department of Education be asked to authorize and encourage the use of the Dewey decimal classification system for central libraries, and further

BE IT RESOLVED, that the Department give guidance and financial assistance in the organization and operation of classified and catalogued central libraries.

C68/58 Whereas; the interpretation of data received in the transfer-in of pupils throughout the province is difficult, due to the variety of tests used in the schools of the province,

BE IT RESOLVED, that the Department of Education authorize standardized I.Q. and achievement tests to be used in all grades and subjects.

C69/58 **BE IT RESOLVED**, that a uniform letter-grading system be adopted for Grades I to XII.

C70/58 **BE IT RESOLVED**, that Electricity 30(b) be accepted as a matriculation requirement in lieu of a foreign language for engineering students.

C71/58 Whereas; the scholastic ability

of the students passing from Grade IX to Grade X is not of a desirable calibre for high school work,

BE IT RESOLVED, that the requirements for high school entrance be investigated and raised.

C72/58 Whereas; the mathematical and scientific foundations and fundamentals are incomplete in the present curriculum from Grades I to XII to ensure competence in pupils,

BE IT RESOLVED, that an increase in content and emphasis be made in the present curriculum.

C73/58 Whereas; the Junior High School Curriculum Guide makes provision for regular time for home room activities, and

Whereas; many teachers are at a loss as to how to use these periods profitably,

BE IT RESOLVED, that the Department of Education be requested to make clear, definite, specific recommendations with regard to the purposes, procedures, possible activities, and outcomes of such home room periods, at various grade levels, in both rural and urban schools.

Research Fellowships

The University of Alberta, in conjunction with the Carnegie Corporation of New York, announces two research fellowships, each of a value of \$2,500, and a third of a value of \$1,500, for graduate study in education at the University of Alberta.

The fellowships will be awarded on the basis of academic and professional achievement, and will be used to finance graduate study leading to the M.Ed. or

Ph.D. degree. Information concerning the programs for these degrees may be obtained from the dean of the Faculty of Graduate Studies or the registrar of the University of Alberta.

Applications, accompanied by transcripts of academic record and the names of three suitable references, should be sent before April 15 to the dean, Faculty of Education, University of Alberta, Edmonton.

List of Voters

Election of Executive Council

Alberta Teachers' Association

A list of the members of the Alberta Teachers' Association, as registered in the ATA office at January 31, 1958, is given on pages 47 to 71.

Please check to see that your name is listed. If your name is not listed, notify the general secretary.

—A—

Verna Aanestad; Phyllis T. Aarbo; John L. Aaserud; I. Kay Abbott; Christina Abday; Mary S. Abercrombie; John Aberle; Nicholas Abramski; Katherine Abt; John W. Achtymichuk; Frank J. Ackerman; Edna M. Acton; James Acton; Helen Adair; Girvin W. Adair; Lillian M. Adair; Edith M. Adamcsik; David C. Adams; Edith I. Adams; Elfrida Adams; Frances M. Adams; Gladys L. Adams; Glenda M. Adams; Harriet E. Adams; Jenna Adams; Lyle B. Adams; Mae Adams; Mary Adams; Ruth V. Adams; Olive Adamson; Louise H. A. Adolph; Erika Affeldt; Margaret E. Agnew; Nellie L. Ahlskog; C. R. Aichinger; Eva M. Aichinger; Audrey P. Airlie; Edith Aitken; Marion M. Aitken; Howard D. Aitken; Carl Akitt; William P. Aksensuk; Ken E. Alackson; Margaret Albert; Louise E. Albertain; Gloria Albiston; Irene Albiston; M. Margaret Albiston; Robert E. Albrecht; Ulrich A. Albrecht; T. M. Albright; Anne C. Albus; M. Jean Alcock; Isobel Alcorn; Evelyn S. Aldous; James H. Aldrich; Jean Aldrich; Agnes T. Alexander; Gerald M. Alexander; Jessie Alexander; Lois L. Alexander.

Marjorie C. Alexander; Mary Alexander; William A. Alexander; Mary Alexandriuk; Verna Alger; Edythe A. Allan; E. Anne Allan; Dorothy Allan; Herbert H. Allan; Max G. Allan; Myrtle K. Allan; Pearl G. Allan; William K. Allan; Alice A. Allen; Arthur Allen; Charles E. Allen (Plaxtonville); Charles E. Allen (Olds); Charles M. Allen; Gillian M. Allen; Horace Allen; Jack W. Allen; Janet B. R. Allen; Kenneth E. Allen; Lily A. Allen; Melvin E. Allen; Merle G. Allen; Vida Allen; Winnifred Allen; Henry C. Allergoth; Charles J. Allison; Sophie E. Allison; William S. Allison; Sonia W. Allore; James L. Allred; Elaine A. Almlie; Eunice K. Alspach; O. Douglas Alston; Geraldine Altheim; Ella Alton; Emily Ames; Flora M. Ambrose; Daisy G. Ambury; Howard G. Ambury; Rita M. Amell; Iva B. Amthor; Bernice E. Amy; Jocelyne Ancill; Lorraine Ancill; Marie P. Ancill; Ida M. Anderson; Peter Anders; Alice K. Andersen; Albert R. Anderson; Alice C. Anderson; Anne Anderson; Arthur A. Anderson; Arvilla Anderson; Avice H. Anderson; Birgit R. Anderson; Carolyn Anderson; Carrie E. Anderson; Daisy A. Anderson; Della Anderson; Doreen A. Anderson.

Dorothy I. Anderson; Edith B. Anderson; Eleanor M. Anderson; Elizabeth V. Anderson; Elsie J. Anderson; Enid A. Anderson; Ernest H. Anderson; Florence Anderson (Metiskow); Florence M. Anderson (Medicine Hat); Frances Anderson; Francis G. Anderson; Gertrude Anderson; Gladys G. Anderson; Glenda Anderson; H. G. Anderson; Helen W. Anderson; Henry N. Anderson; Henry R. Anderson; Hilda Anderson; Ina C. Anderson; Laura M. Anderson; Leona Anderson; Leah E. Anderson; Louise E. Anderson; M. S. Anderson; Magda I.

Anderson; Margaret B. Anderson; Margaret L. Anderson; Marguerite Anderson; Mary Anderson; Minnie E. Anderson; N. M. Anderson; Nils H. Anderson; Patricia A. Anderson; Robert H. Anderson; Robert S. Anderson; Ruby Z. Anderson; Ruth I. Anderson; Sadie B. Anderson; Sybil Anderson; Thelma Anderson; Verduum D. Anderson; William A. Anderson; William J. Anderson; Winona Anderson; Zelma M. Anderson.

Jenny Andre; Lena Andre; Norma E. Andrew; Blanche M. Andrews; Ernest E. Andrews; Lillian Andrews; Peter A. Andrews; Jeannette M. Andriashuk; Steven Andriashuk; Velma I. Andriashuk; John Androschuk; Dorothy Andrus; Polle G. Andrusiw; Elbert J. Anglin; Beatrice Ankill; Reta E. Annable; Hennie Annebo; George W. Annesley; Myrtle R. Ansley; Anne Antoniuk; Edith Antoniuk; Irene Antoniuk; Martin Antoniuk; Mary Antoniuk; Stephen L. Antoski; Ted Aoki; Celine R. Apchin; Edna A. Appleby; John E. Appleby; Dolores C. Appleton; Victor Appleton; John Appleyard; Antoinette Aquin; Arthur M. Arbeau; Helen A. Archer; Vernon H. Archer.

Harold W. Archibald; Josephine K. Archibald; Irma E. Ardiel; Marian Argue; A. A. Ariano; Edna M. Arkinstall; Peggy J. Arkinstall; Albert L. Arlendon; Nellie Arlendon; Joan Armitage; Carol A. Armour; Doreen A. Armstrong; Gerda V. Armstrong; Ian E. Armstrong; John K. Armstrong; Kathleen Armstrong; Lewis R. Armstrong; Robert D. Armstrong.

G. O. E. Arnason; Marguerite E. Arnold; Frances C. Arnot; E. Arps; Mary C. Arrison; Ralph L. Arrison; June S. Arychuk; Olga Arychuk; Annie M. Ash; Barbara J. Ashacker; Irene Askew; Margaret E. Askew; George A. Asmann; Herga I. Asmus; Lorraine Asmussen; Phyllis E. Asmussen; James W. Asplund; Marcel C. Asquin.

Jay Asserud; Donald Asseton-Smith; Islay Assheton-Smith; Sarah M. Astell; Mae T. Astle; Mrs. M. Astley (Calling Lake); Mrs. M. Astley (Marwayne); Esther O. Astner; Blanche Aston; Ethel A. Asuchak; Dorothy Atkinson; Ella A. Atkinson; Luella B. Atkinson; Marion E. Atkinson; Merle E. Atkinson; Thomas P. Atkinson; Charlotte E. Attfield; Cecile Aubin; Lolita M. Aubrey; Ruth A. Auburn; Olive I. Aune; Doris A. Austin; F. K. Austin; Mary Austin; Alyce D. Autio; Albert Avery; Muriel Avery; Nora Avery; Esther L. Avis; Rosa Axene; Lois E. Ayerhart; Eileen Aylng.

—B—

Anne Babiak; Angela Babiuk; Harry Babi; M. Babbirk; Josephine Bach; Leo M. Bachmeier; Agnes K. Backstrom; Wanda L. Badach; Isabel R. Badner; John F. Badner; M. Badry; Helen M. Baer; William P. Baergen; Rose Bagan; Nina

O. Bagley; Marjorie L. Bagnall; T. J. Baier; Charles A. Bailey; Helen J. Bailey; Josephine M. Bailey; Warren S. Bailey; Thos. E. Baillie; Catherine M. Baillie; Donabell M. Baillie; Eva Baillie; Alice L. Bain; Archibald Bain; Patricia Baird; Arthur Baker; D. J. Baker; Dorothy R. Baker; Ernest Baker; Harold S. Baker; Howard L. Baker; Isobel C. Baker; J. B. Baker; John W. Baker; Peter J. Baker; Robert L. C. Baker; Robina Baker; Susan M. Baker; Thomas D. Baker; Verna G. Baker; William H. Baker; Melvin R. Bakken; A. Baldwin; Bessie E. Baldwin; Donald R. Baldwin; Elizabeth H. Baldwin; Everett C. Baldwin; Shella L. Baldwin; Dorothy K. Balfour; Eileen E. Ball; Ila B. Ball.

Lela B. Ball; Maureen C. Ball; L. Mildred Balla; James T. Ballantyne; Clive O. Ballard; David J. Ballard; Cynthia M. Ballentine; Muriel K. Baltis; Donald Bamber; Eva E. Bamber; Carole Bannister; Mary M. Bansemer; Grace E. Banta; Walter Bany; Violet A. Baple; Kenneth A. Baptist; William Barabash; Peter J. Baranyk; Doreen M. Barber; Muriel E. Barber; William D. Barber; Elwood Barbour; Muriel L. Barbour; Florence M. Barby; Mary B. Barclay; Edison F. Bardock; Belle E. Bare; Johanna E. Bargholz; Diane C. Baril; Leonce M. Baril; Olga L. Barliko; Betty M. Barker; Elnora M. Barker; Henrietta W. Barker; Hazel Barlow; Leo F. Barnard; Alberta Barnes; Beulah Barnes; Frank M. Barnes; Jean C. Barnes; Margaret M. Barnes; Ruth F. Barnes; Marlon J. Barnett; Donald R. Barnett; Ralph A. Barnett; William E. Barnett; Colin M. Barnhill; Margaret Baron; Anne Barr; H. Barr; Janette Barrett; Gladys E. Barrie; Irene Barrie; Doris E. Barrowcliff; Clarence C. Barry; Dorothy L. Barry; Rosa Barry; Walter W. Barry; Raymond L. Barson; V. Bartlett; Margaret C. Bartling.

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John M. Black; Annette G. Blackburn; Raymond Blacklock; Thomas M. Blacklock; Viola M. Blackmore; William H. Blackmore; Bertha E. Blades; Marie T. Blain; Marie Y. Blain; Anne Blair; Esther P. Blair; M. Cecilia Blair; Marlene Blair; Muriel J. Blair; Marie J. Blais; Elinor M. Blake; Hazel E. Blakely; Evelyn D. Blakeman; Alvin F. Blake; E. Ruth Blake; Frances Blanch; Georgia Blanch; John R. Bland; Eileen I. Blaney; Norman J. Blaskovits; Magdalena M. Bleeks; Warwick A. Blench; Robert W. Blick; P. Lea Bligh; Ernest E. Block; Howard J. Blois; Audrey B. Blondheim; Doris W. Bloom; Mildred A. Bloor; Alfred W. Blore; William E. Blore; Evelyn J. Bloxham; Marion Bluck; Patricia L. Bluck; Laura A. Blue; Marlene D. Bluekens; Genevieve Blume; Gordon R. Blumell; James E. Blumell; Jasper F. Blumell; Mary E. Blumell; Richard E. Blumell; Carl H. Blumer; Irene D. Blumhagen; M. Jean Blumhagen; Marion M. Blundell; Julia S. Blyzniuk; Elizabeth A. Boake; Nellie C. Bober; William C. Bober; Margaret Boden.

Nicholas M. Bodnar; Peter O. Bodnar; Rosalind M. B. Bodnar; Theodore A. Bodnar; Eugene W. Bodnarchuk; William Bodnarchuk; Victoria F. Boehm; Erna I. Boehnert; M. Boeni; Lorna M. Boettcher; Agnes E. Boettger; Helen Bogdan; Nestor Bohachuk; Gertrude Bohan; Frances A. Bohme; Thelma P. Bohme; Evelyn G. Bohne; Laura M. Bohnet; Victor E. Bohnet; R. Bohonos; Marie E. Boisjoli; Emma J. Bokovoy; Anne Boldt; Cornelius Boldt; Peter Boldt; J. Boll; Bertie E. Bolt; Anna J. Bolton; Elizabeth Bond; Frances E. Bond; Juliadean Bondy; Islay Bonertz; Agnes M. Boness; Audrey V. Bonne; Annie E. Booker; Florence J. Boomer; Ivor W. Bonn; Jeanne M. Boos; Nita T. Boos; Mary E. Boose; Jean A. Booth; Shirley Booth; Velma I. Booth; O. M. Boothman; Morven D. Bootsman; Anna H. Boreski; Emerson M. Borgal; J. Borger; Helen Borgstede; Dora Borle; Rose M. Borle; Evelyn L. Borros; Ila M. Borowsky; Edith H. Borthwick; Minnie T. Bosch; Rino A. Bosetti; J. Bosomworth; Lena V. Boss; Hazel A. Bossert; Lillian Boswell; Alma J. Both; Elizabeth Botheras; Frances Botink; Frederick G. Botsford; Constance M. Bott; Mary T. Boucher; Vivian D. Boucher; Marjorie E. Boulter; Marjorie Boulton.

Annabelle M. Bourglon; June V. Bourque; Mary A. Bourassa; Albert V. Bourcier; Henri E. Bourglon; May M. Bourne; Alice E. Bourque; Paul J. Bourret; Hubertus A. Bouten; Edward

Bouthillier; Elaine Bouthillier; Lena M. Bouthillier; Dorothy G. Bowden; Sidney T. Bowden; Anne F. Bowen; G. M. Bowen; Maemie Bowen; Marie C. Bowen; Thomas R. Bowen; Dorothy I. Bower; Grace Bower; A. J. Bowering; Dorothy E. Bowering; Enid A. Bowerman; Lillian K. Bowers; Teresa E. Bowers; Thomas A. Bowhay; Norman G. Bowles; B. J. Bowling; Betty Bowman; Miriam L. Bowman; Roy G. Bowman; Grace E. Boyce; Irene Boychuk; Annette J. Boychuk; Barbara Boyd; Geraldine Boyd; Elsie J. Boyd; May Boyda; Corinne Boyden; Gertrude F. Boyer; Donald J. Boyes; Isabelle Boyko; Nick Boyko; Sally Boyko; Steve Boyko; Walter T. Boyko; Alice J. Boyle; Genevieve M. Boyle; Katharine B. A. Boyle; Marlon J. Boyle; Mary A. Boyle; Muriel E. Boyle; Verla Boyle; Alberta M. Boytzun; Muriel G. Bozak; Nicholas Bozak; V. Bracken; Winnifred M. Bradbury; Mary M. Bradley; Elsie Bradshaw; Georgia M. Bradshaw; Martha I. Bradshaw; Clara E. Brady; Eva M. Brady; Godfrey H. K. Brady; Norman P. Bragg; Dorothy J. Braham; George O. Braham; Dorothy Bramley-Moore; Gladys Bramley-Moore; Norman F. Brand; Jennie M. Branum; Katherine E. Brassard; Elizabeth G. Brauer; Katherine Brauer; Annie B. Bray.

Annie M. Bray; Thelda E. Breadner; Anna Bredehoren; Isobel Breckon; Albert Bredefeld; J. M. Breeze; Marguerite J. Brenda; Florence I. Brenenstuhl; Gertrude Brennen; Laura M. Brett; Josephine A. Brewer; Randolph G. Brewer; Veva Brian; Ken W. Bride; Thelma V. Briggs; Lea M. Briere; J. E. Briggs; James W. Briggs; Melvina F. Briggs; Donald A. Bright; John D. Bright; John R. Brill; Arthur K. Brimacombe; Gilbert P. Brimacombe; Beatrice L. Brindley; Edna E. Brinsmead; Pricilla L. Brinton; Mary M. Briscoe; Kathleen A. Brissette; Ruth M. Bristow; Victor Bristow; E. M. Broad; Walter H. Broadberry; William R. Broadfoot; Delmer E. Broadhead; Ronald Broadhead; Kathleen Brock; Milton W. Brock; Shirley C. Brock; Gustave O. Brocke; Anita H. Brockel; Freida Brockman; Fritz Brockmann; Lois Brockway; Adina M. Brodie; G. Brodie; Karl J. Brodie; Margaret I. Brodie; Osborne J. Broemeling; Violet M. Brogan; Grace H. Bromfield; Edith Bronson; Helen L. Bronson; Cecil A. Brook; Jean Brook; Beatrice C. Brooker; Rosina R. Brookes; Jessie Brookman; Enid R. Brooks; Henry C. Brooks; Kathryn J. Brooks; Pearl E. Brooks; Sheila W. Brooks; Willard M. Brooks; William H. Brooks; Winton E. Brooks; Mary Broski; Barbara A. Brososky.

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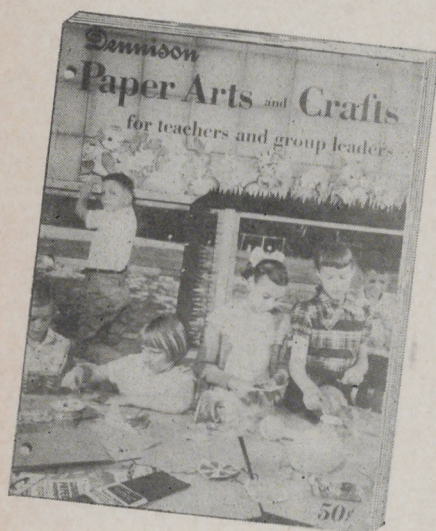
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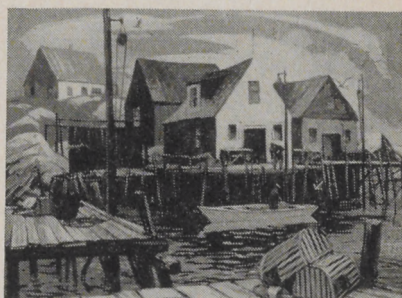
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NEWS from our Locals

Beaverlodge-Elmworth- Wembley Sublocal

At the sublocal meeting, January 26, a committee was nominated to prepare, for consideration at the next meeting, information on the various medical insurance policies which might be suitable for the teacher group. Mrs. D. Dalgleish reported on the recent local meeting held at Grande Prairie. The present policy of the Grande Prairie County office for distributing library resource material to the schools was discussed. Under the current system each centralized school has named a library coordinator to obtain wanted books from the county office. R. Gouchey spoke about the regional conference held at Falher on January 11 at which there had been discussion of possible action regarding government legislation and which had heard a report of the curriculum planning committee.

Boyle-Grassland Sublocal

A stimulating discussion of proposed changes in the form of report cards highlighted the second sublocal meeting held on January 29 in the Grassland School. Reporting from the principals and vice-principals association, J. A. MacNeil stressed simplicity as the keynote. The parents' viewpoint of the child's progress should be the foremost consideration in an acceptable form of report card. Several changes were proposed under the personality rating. Use of percentage rather than letter gradings will show a more accurate picture of the pupil's attainment. It was suggested that there should be an indication of whether the child is working at maximum capability.

A motion recommended a consideration of report card studies done in the Calgary School system.

Clover Bar Sublocal

A dinner meeting of the sublocal was held on January 22 at the Park Hotel. Seth Smedstad reported on the Clover Bar Local's meeting in December. The members endorsed the nomination of C. T. DeTro as a candidate for district representative in Edmonton District. A local ATA bonspiel with full participation by all members was recommended by William Bilko. The main topic of discussion was the code of ethics, particularly section 15.

Cluny-Gleichen Sublocal

The following sublocal officers were elected at the organization meeting in December: C. Carson, president; Miss B. Clark, vice-president; Miss E. Stewart, secretary-treasurer; and A. Holmes, sublocal representative. Liability insurance and the requisitioning of school supplies came up for discussion. Twelve teachers attended the regular January meeting which received a report by Mrs. B. Collier on local executive meetings. It was noted that the sublocal constitution had been approved with the addition of one clause. The use of the pink cards that accompany block films from the National Film Board was stressed. The teachers' curling bonspiel was discussed briefly.

Czar-Hardisty Sublocal

At the December meeting, the teachers formed two working groups and designed report cards at the elementary and junior high school levels. Intent of the revisions was to give to parents a statement of the child's growth and achieve-

ment which could be more clearly interpreted than by the report cards now in use. The final draft was sent to the Provost Sublocal for further suggestions. It was agreed that report cards, at best, can only supplement parent-teacher interviews.

Dickson-Markerville Sublocal

Mrs. Evelyn Johansson and Miss Edith Fitch were hostesses at a supper meeting of the sublocal on January 9. How to teach foreign children who know no English was the topic discussed by Miss Hjordis Andreson and Dick Hodgkinson. Miss Fitch showed slides and gave a commentary on her fifteen-day tour of the Hawaiian Islands.

Lethbridge Northern Sublocal

The sublocal meeting of January 9 was a gala event when the teachers met at the Picture Butte Curling Rink for their annual bonspiel. The winning rink was skipped by Ken Bride, with H. Pankratz, Miss Bluekens, and Miss Turgeon. Consolation prize went to skip R. Papworth, Mrs. Court, K. Nish, and Mrs. Thomas. The Picture Butte High School staff catered for the hot supper which followed the spiel. It was decided to sponsor another curling bonspiel later in the season to include all teachers of the Lethbridge School Division and the Barons School District.

Milk River-Masinasin-Coutts Sublocal

The sublocal meeting was held in Coutts on January 20, with J. Sisko presiding and 17 members present. The teachers' institute planned for late February at Raymond was discussed. The sublocal is responsible for the program for Grades I, II, and III, and a committee consisting of Mrs. Campbell, Mrs. Dawson, and Miss Waranoski was appointed to meet with planning committees from other participating teacher groups. An evaluation committee was selected, made up of G. Johnson, J. Sisko, and L. Lisowski. Plans were finalized for the February teachers' bonspiel. Mrs. L. Daw-

son reported on the salary policy meeting held in Raymond.

Morinville Sublocal

The January meeting held at the Cunningham School was well attended with 24 members present. President W. Tchir introduced Superintendent J. F. Swan, who gave an informative address which included the matters of curriculum making and inservice training. Group discussion followed concerning the planning of sublocal projects.

Park Lake Sublocal

The first sublocal meeting of 1958 was held on January 15 at Nobleford. Attention was given to plans for a career night and to final details of the basketball tournament to be held in early February. Several exciting games ended the meeting.

Pincher Creek Local

The local's regular meeting was held in the library of the New Matthew

Lethbridge Separate Schools

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Halton High School in Pincher Creek on January 10, with President P. Semenoff in the chair. A delegation of Mrs. Carinne Boyden, C. H. Jacob, Cyril Richards, and C. Weeks was appointed to attend the Southwestern Regional Conference in Lethbridge. The members enjoyed a film, "What Greater Gift", and plans were made for the teachers' institute in late January.

Red Deer Rural Sublocal

Twenty-four members met at the River Glen School on January 29. Local councillor D. B. Hughes reported on plans for Education Week, progress of the economic committee, and the conference held in Lacombe on January 25. An invitation was received from the Red Deer City Sublocal to attend its February meeting at the South School. The resignation of Mrs. Stevenson, who is moving to Calgary, was accepted, and Henrietta Miller was elected to serve as secretary-treasurer for the remainder of the year. I. H. Hastings moved a vote of thanks to

Mrs. Stevenson for the fine work done. Arrangements for a curling bonspiel at Penhold in February were discussed.

Rimbey Sublocal

Teams of bus drivers, county officials, caretakers, and teachers and spouses from Bluffton, Sylvan Heights, Crestomere, and Rimbey met for a one-day spiel at the Rimbey Curling Rink on January 25. The meet was arranged by Ed Dowling and J. Bonnett. Climax of the day was the tie-breaker between the Weslowsky rink of Bluffton and the Bresee rink of Crestomere. The winning team consisted of lead Cora Schickerowski, second Russ Long, third Milton Olmstead, and skip Doug Bresee. Second prize honours went to Bluffton with lead Wallace Jacobs, Mrs. Weslowsky, H. Cross, and skip Fred Weslowsky. Third prize honours stayed in Rimbey with the Roberts rink of Mrs. Dawson, J. Barrigan, and G. Matthias, and fourth prize went to the Dewar rink of Mrs. Arnold, Ollie Rusk, and Mrs. Baudais.

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Seba Beach-Entwistle Sublocal

The sublocal is operating under the following officers, who were elected at the October organization meeting: Nick M. Kowalchuk, president; Gary T. Leitch, secretary-treasurer and press correspondent; and William Glass, local representative. At the October meeting, three members lead a discussion on enterprise methods.

Stony Plain-Spruce Grove Sublocal

The regular monthly meeting of the sublocal was held in the new school in Winterburn on January 13. The main topic of discussion was salary negotiations and a number of motions regarding 1958-59 objectives were passed for the guidance of the committee.

Strathmore Sublocal

The January 8 meeting of the sublocal was held in the Carseland School. Revision of requisition forms for school supplies was the chief business of the evening.

Sundre Sublocal

At the regular sublocal meeting on January 20, F. C. Marfleet and H. Rempel gave a comprehensive report on the code of ethics. A question period followed. A public relations committee was formed, consisting of Mrs. P. Bentz, Mrs. J. Gochee, Mrs. M. Corbett, and C. Hildebrandt. Mr. Marfleet explained how the Sundre School had successfully participated in the Strathcona Trust Physical training competition. Plans were made for the annual school festival.

Two Hills Sublocal

Teachers of the sublocal elected new officers at a meeting on November 6. N. Olinyk is president; with Mrs. A. Melnyk, vice-president; D. Podealuk, secretary-treasurer; J. Kozmak, councillor; Mrs. V. Kushniruk, press correspondent; E. Podealuk and Miss J. Kitz, auditors; J. Romaniuk, Miss Tkachuk, Mrs. M. Podealuk and Mrs. M. Simonds, lunch conveners. New teachers were introduced at the November meeting. Regular meetings are held on the first Wednesday of each month.



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The Byline Beat

(Continued from Page 2)

The Alberta Teachers' Association and the Alberta School Trustees' Association are mutually concerned in any reorganization of the system of distributing provincial grants to school boards. "Some Critical Issues in Financing Education" and "In the Interest of Education" touch on this joint concern.

About 30 pages of this issue are taken to list nearly 9,500 names of teachers eligible to vote and the candidates who will seek their votes. If you don't find your name in the list, notify head office immediately.

The Executive Council decided at its meeting on February 7 and 8 to advertise for a third executive assistance. See the advertisement on the inside front cover.

An important report for your attention! "No Increase in Sub-Examiners' Pay". You should

read this if you are interested in accepting appointment to mark examination papers.

In response to requests we have run the terms of reference of the Cameron Royal Commission.

Edmonton, teachers have just completed a major reorganization of their local set-up. As of February 1, the three locals merged. For the story turn to "An Experiment in Local Organization".

March will be a busy time for our locals—what with resolutions and plans for the AGM. Don't forget to make your hotel reservations in Calgary early.

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To the Editor:

Reduced fare arrangements on Canadian railways for teachers and students on account of the Easter vacation have again been authorized by this Association.

Tickets may be purchased good to travel from Wednesday, March 19 to and including Monday, April 7, at the normal one-way fare and one-half for the round trip. Tickets will be valid for return leaving destination not later than 12 midnight (Standard Time) on Monday, April 21.

Yours truly,
ROY H. POWERS,
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Secretary's Diary

Committee Meetings

A committee, appointed by the Executive Council, to review the present ATA Code of Ethics, is preparing a revision of the code for the consideration of the Executive Council and the Annual General Meeting.

The ATA Curriculum Committee met on January 25 to receive reports of curriculum resolutions submitted to the 1957 Annual General Meeting. The report of the committee was considered by the Executive Council on February 7 and referred back to the committee for further consideration.

The Advisory Committee for the Leadership Course for School Principals met on January 27. Dr. John H. M. Andrews of the Faculty of Education is the director of the course which will be held July 7 to 18 at Concordia College, Edmonton. This will be the third year the course has been offered to Alberta school principals.

The Resolutions Committee of the Executive Council met on February 6 to classify, consolidate, and prepare resolutions for presentation to the Annual General Meeting.

The Finance Committee met on the evening of February 6 to study resolutions about finances of the Association, with special attention to proposed amendments to the by-laws relating to fees, provincial and local.

The Cameron Commission committee of the Executive Council has met several times, and plans have been made for the preparation and presentation of a comprehensive submission to the Commission. Letters have been sent to secretaries of locals about the preparation and submission of briefs by local associations. A detailed report of the work of the committee will be made to the Annual General Meeting.

Meeting with the Alberta School Trustees' Association

The officers of the Alberta School Trustees' Association and the Alberta Teachers' Association met on January 18 to discuss common problems, and it was decided to work together in the matter of persuading the government to preserve the entity of school authorities in local government. This is just another way of saying we are in favour of retaining elected school boards with fiscal independence.

Edmonton and Calgary City Conventions

The Edmonton Convention was held on February 3 and 4 and the Calgary Convention on February 6 and 7. Dr. Marcus Long of the University of Toronto was ATA guest speaker at both conventions. Dr. W. E. Blatz of the University of Toronto was a feature speaker in Calgary. Both Dr. Blatz and Dr. Long are well and favourably known to Alberta teachers.

President Inez K. Castleton spoke to both groups about Association matters. Unfortunately, because the regular mid-winter meeting of the Executive Council was held the same week, the executive officers were not able to attend the Calgary Convention.

Executive Council Meeting

The Executive Council met on February 7 and 8. Reports of the Resolutions, Curriculum, and Finance Committees were considered. The constitution of the new Edmonton Public School Local, which became effective February 1, was approved. Other matters discussed were the proposals for membership in the Canadian College of Teachers, collective bargaining, and the official opening of Education Week.

Meeting of Board of Teacher Education and Certification

The Board of Teacher Education and Certification met February 12. The main item on the agenda was a consideration of the recommendation of the Faculty of Education Council to revise the elementary and secondary routes of the B.Ed. program. Recommendations by Dr. H. T. Coutts, dean of the Faculty of Education, were approved. A detailed report of the revised programs will be made through *The ATA Magazine* and at the Annual General Meeting.

Canadian Conference on Education, February 17 to 20

Our delegates to this conference were: Mrs. Inez K. Castleton, R. F. Staples, H. J. M. Ross, Dr. G. M. Dunlop, E. J. Ingram, and myself. Mr. Ingram has acted as secretary of the Alberta Advisory Committee, Mrs. Castleton, as chairman of the provincial committee on elementary education, and I have been chairman of the provincial committee on educational finance.

Lieutenant-Colonel Kurt Swinton, chairman of the organizing committee for the Canadian Conference, visited Edmonton from January 23 to February 1. He spoke at meetings of the Rotary Club, the Women's Canadian Club, the Chamber of Commerce, and at a public meeting at the University of Alberta. On February 1 he spoke to the Alberta delegates to the Canadian Conference.

A final report of the conference will be made through the press and *The ATA Magazine*.

Erick Ansley

In Memory

Name	Last Employment	Date of Death
Laura Annie Moar	Edmonton S.D. 7	July 9, 1957
Mary Winnifred Bell	Drumheller S.D. 30	Oct. 17, 1957
Mary Dier	Calgary S.D. 19	Sept. 19, 1957
*Robert B. Forsyth	Edmonton S.D. 7	Nov. 26, 1957
*Alonzo John Heywood	Edmonton S.D. 7	Nov. 11, 1957
*Janie B. McConnell	Drumheller S.D. 2472	Aug. 17, 1957
*Sister Saint-Paulin	Edmonton Sep. S.D. 7	Sept. 10, 1957

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